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CONTENTS.

EDITORIAL.
Preaching.—Clean Records.—Securing Attention. Continued Attention.—Absent-Minded People.—Close Observation.—Means of Gaining Attention..... 131
Reading Circles for Teachers..... 132
Colleges Athletics.—Pupil Teachers.—Dr. Guthrie's Landlady.—Truthful History.—The Industrial Education Association.—Questionable Rewards.—Free Text-Books.—The Graded School.—Enforcing the Hygienic Law.—Valuable Historical Books.—"Tats."..... 132-139

EDUCATIONAL ARTICLES.
Intercourse Among Teachers. *By Supt. Chas. Jacobus* 133
No Recess. *By L. H. White*..... 133
Principles of School Discipline.—I. *By Prin. Geo. B. Hurd*..... 134

THE SCHOOL-ROOM.
Geography.—Elements. *By Alex. E. Frye*..... 134
More Hints. *Wm. M. Giffin*..... 135
Perspective Drawing. *By W. N. Hull*..... 135

TABLE TALK

READING CIRCLES

GENERAL EXERCISES
What is in a Seed..... 136
Stories for Reproduction..... 137
Golden Thoughts..... 137
The Things of To-Day..... 137

EDUCATIONAL NOTES.
Personals..... 138
New York City..... 138

LETTERS.
Answers..... 139
Questions..... 139

BOOK DEPARTMENT.
New Books..... 140
Literary Notes..... 140
Announcements..... 140
Magazines..... 140

We want to see our friends and subscribers when they are in the city. Our location and rooms are pleasant and conveniently located, and though we are always very busy, we want to get better acquainted with you. The editors are especially accessible on Saturdays. Therefore, when you are in New York, run in and see us.

Reminders of subscription dues are sent by the publishers from time to time. As these take valuable time and money to prepare and send, that could be well employed on other things, we trust that the number who have to be notified more than once will constantly grow less. And we must not forget to cordially thank the thousands who are so prompt in their remittances.

THE best kind of preaching is done in the school-room, and the best thing about it, the best kind of school sermons is, the audience doesn't know it is being preached to. There is no special text, or formal introduction, neither are the discourses long, but they hit the mark and leave permanent impressions. The subjects relate to occurrances intimately connected with every-day living. The young generally consider a sermon a dry affair, and the abhorrence of being "preached to" is quite universal. It would not be possible to disgust a boy more than to say, "Now John, sit down there; I want to tell you what you ought to do, in fact I want to give you a little good advice." John will sit, not very still, but as still as human nature will permit under the circumstances, and as soon as the lecture is over he will go away with a feeling of inexpressible relief that the trying ordeal is over. His expression is, "I hate to be preached to." He does.

"YOUNG men, make your record clean," among the last words spoken by John B. Gough, were a fitting close of a life spent in advocating the cause of truth and temperance. Cleanliness is a very necessary adjunct to godliness. This doesn't mean soap and warm water, or internal freedom from disease, but cleanness of record. It means that the accounts of life should be so well kept that at any time the sun-light of the most rigid scrutiny could be let in upon them without fear of difficulty. Society now educates the young to live well *as far as can be seen.* Keep up good appearances! Be presentable! These are her demands. More is needed. If a young man covers up anything he doesn't want the world to know, he has lost respect for himself; and whoever loses this, has well nigh lost all. If he isn't very careful he will soon lose everything.

The record we make is a permanent one. It is never forgotten or obliterated. Blots on paper can generally be removed, but in some cases they cannot without destroying the exture of the paper itself. Blots on character are like these corroding spots. The ink of sin sinks into the very fibre of the human soul, and all the water of the oceans *cannot wash it out.*

THERE is a way of making the young listen with ears, eyes, mind, and soul. What is it? Interest first. This secures attention which cannot be commanded or scolded into action. Natural tones of the voice must be used. A pleasant manner is essential. Good elocution is a requisite. Young people like nothing better. Don't harp on the same string. Above all get responses. Draw out your audience. Encourage your listeners to speak out in meeting on all proper occasions and express their minds. A little controversy will hurt nothing if properly controlled, and a narration of experiences is excellent. Tell stories and draw lessons from them. Every body likes to hear a good story. If it is funny it will be all the better, if the fun is not low in its character. *Never contradict.* It is death to attention. If you have an important personal lesson to enforce, on a very unattractive subject, imitate Socrates. He commenced a long way from his application and asked a simple question that was sure to bring the answer he wanted; then he would ask another, and another, until in spite of himself, his hearer would be compelled to admit the truth of his argument. This made the wicked part of the people exceedingly angry for they were compelled, in spite of themselves to admit the truth of his statements.

THE most cultivated minds cannot give attention to one subject for a great length of time. Sir Isaac Newton was once asked how long he could keep his mind intently fixed on one theme. He answered, "only a short time." It is very difficult for some people to give attention at all. There are very few who can concentrate the whole mind, without a wandering thought, on one subject for even a single minute. It is said of Luther that at one time he complained to a monk of wandering thoughts in prayer. The monk answered, "I have no trouble in that direction." Luther replied, "If you will repeat the Lord's Prayer and say at the close you have thought of nothing else, I will give you my horse and saddle." The monk commenced, and after speaking a few words looked up and said, "I give it up. It occured to me that perhaps you would give me the bridle also."

INTENSE attention produces absent-mindedness, and absent-minded people are very funny. Here are a few illustrations gathered from other sources, which are both amusing and instructive: Sir Isaac Newton wanted his servant to carry out a stove that was getting too hot. A fellow stole a dinner before his eyes, and he afterward thought he had eaten it, because he saw the dishes empty. A Scotch professor walked into the middle of a pond of water while studying out the final cause. It is said Benjamin Franklin punched down the fire in his pipe with the fingers of a young lady sitting by his side, and severely burned the lily white poker. A gentleman in Troy, N. Y., received a letter in the dark, used it to light his lamp and then wondered what he had done with it. A learned French gentleman, thinking he had left his watch at home, took it out of his pocket to see if he had time to go back after it. Neander, the church historian, used to go to his lecture in his night cap and night gown, and sometimes walked in the gutter.

PUPILS sometimes look as though they were giving attention while they are not. A very amusing story is told of a weak-minded boy, who could never learn to fix his attention on one thing for any length of time. One day, while his mother was talking to him he looked at her intently while she gave him a good deal of advice. The surprise of the mother was great when he said, after she was through: "Mother your under jaw moves but your upper don't!" He had grasped one idea if no more, but it was not exactly in the direction his mother intended. Teachers will learn from experience that attention is hard to gain, and harder to retain. Dr. Reid says every man who tries but for one minute to keep the same thought in his imagination, without addition or variation, will find it impossible. The thoughts often wander even while attending to a narrative or an argument which deeply interests us. The late President Garfield, a very successful teacher in his early life, was often accustomed to test the knowledge of his pupils on common subjects. One of his pupils says: "He tried hard to teach us to observe carefully and accurately. He broke out one day in the midst of a lesson, 'Henry, how many parts are there under the building down stairs?' Henry expressed his opinion, and the question went around the class, hardly any one getting it right. Then it was, 'How many boot-scrapers are there at the door? 'How many windows in the building?' 'How many trees in the field?' 'What are the colors of different rooms, and the peculiarities of familiar objects?' He was the keenest observer I ever saw; I think he noticed and numbered every button on our coats. A friend of mine was walking with him through Cleveland one day, when Garfield stopped and darted down a cellar-way, asking his companion to follow, and briefly pausing to explain himself. The sign 'Saws and Files' was over the door, and in the depths was heard a regular clicking sound. 'I think this fellow is cutting files,' said he, and I have never seen a file cut.' Down they went, and sure enough, there was a man re-cutting an old file. They stayed about ten minutes and found out all about the process. Garfield would never go by anything without understanding it." Here is a valuable lesson for teachers, and shows us the secret not only of Garfield's great success, but the source of power in many other men equally as eminent.

READING CIRCLES FOR TEACHERS.

Reading circles are now a part of our educational systems. For many years they have been the means of producing a higher literary taste, and a broader culture, but more recently they have been turned into the pedagogical channel. From the necessities of the situation, teachers' reading circles have been established by those who have recognized the necessity for more professional knowledge on the part of those who are called upon to instruct. The average teacher has heretofore known little concerning the professional literature of his vocation. His entrance into his work has not demanded it. The requirements of an average teacher's examination only asks that he should be prepared to know the facts connected with the branches he is required to teach. Beyond this nothing is asked; concerning the nature, parts, growth, diseases, and incentives of the human mind nothing is said; Socratic questions are ignored; Pestalozzian principles passed by; and Froebel's discoveries not even referred to.

A careful comparison of a hundred sets of examination questions from different parts of our country shows that in not more than ten, is any one of these subjects mentioned. The result is that they are not known. These are facts as they exist in the districts where inexperienced young men and women are invested with the dignities and prerogatives of teachers for the space of three or six months.

These facts have led to the establishment of reading circles, distinctively designed to give teachers that knowledge imperitavely demanded, in order intelligently to train young minds. In view of these facts it becomes a question of more than ordinary importance:

WHAT OUGHT A TEACHER TO READ?

The answer is most plain:

That which will most directly help him in the work of instruction.

There can be no dispute here. The question for us to settle is; What does *most directly* help the teacher? Let us examine the subject.

1. He teaches human beings. It follows that he must know them; all there is of them possible to be known; their bodies, their moral nature, their minds. All knowledge he can secure that can help him in understanding child life, growth, and influences should be his. He cannot know too much here. He cannot know it too soon. It would be better to know less of something else than not know this. What is the value of the facts of history, however important we may concede history to be, or the processes of arithmetic, so necessary in the work of business, or grammar, or geography, compared with the knowledge that makes us know how to touch the forces of human impulses and turn them in the right direction. To know a child is next to knowing God. The memorable lesson of our Saviour, when he called a little child and set him in the midst of his disciples, is one of the most radical in all his teachings.

2. The teacher is especially set to train the mind. It follows, then, that he must train mind growth and mind science. Under this head we must recognize the usual separation of the mind into the three-fold division of the intellect, sensibilities, and will. With these at the very outset, the teacher has to deal. His first thought should be, not: How much can I induce them to learn? How can they be made to read fluently and express correctly? But, how can I, through reading and expression, lead these pupils to think correctly, feel properly, and will intelligently? In other words, how can education be made to them the means of training them into well-rounded men and women, able to take their places as citizens of this republic, and members of the commonwealth of God?

The idea underlying all this is that the child is a being to be so educated as to be able to take the place assigned to it as a part of the divine handiwork of the Creator, and not as a member of the synagogue of Satan.

This view of the work of the teacher is far different from that taught in most teachers' examinations. Here the fact is everything, the knowledge of so teaching that fact that the learner may be educated, nothing. We have exalted the mechanical work of the teacher so assiduously that his real work has been sunk into insignificance. It follows, then, that

If a teacher knows all sciences, literature, and art, and does not know the mind and its growth, he is not prepared to teach. His work is empirical.

So far, we have discussed knowledge essential to a teacher's success. Closely connected with this are methods of instruction, organization, school government, school systems, school laws, and the history of education. Without a knowledge of these subjects there may be a great degree of success if there is possessed a thorough and practical knowledge of the nature and growth of the mind, but it is essential that this should be supplemented by the topics of secondary knowledge just mentioned. This should come as a part of the necessary reading of all teachers, especially those who have not had the advantages of professional training.

It is objected that teachers can not be made to read professional and psychological literature, that they have little time to read anything, that we have no science of education, and that it is necessary for them to know something about history, literature, science, art, and every-day affairs. Now the fact is, we have a science of education, and *some* knowledge of the common branches is possessed by all teachers. It is essential for us to train up professional teachers as fast as possible. Empirical work is ruining our schools. Our salvation lies in better professional knowledge and practice, through which we shall get more permanency. To dissipate and scatter our forces by recommending teachers to read everything, will be to destroy all definite work and special preparation.

Our teachers' reading circles aredesigned to accomplish one thing. This is the improvement of teachers as teachers. Any attempt to cover the whole range of literature in a reading circle course designed for the rank and file of those engaged in the vocation, will fail of making the quality of instruction appreciably better. "This one thing I do" was the motto of St. Paul, and it has been the motto of all successful men and organizations since his time. The lawyers' reading club discusses law matters, the doctors' associations stick to their *materia medica* and dry bones; the ministers contend about "apostolic succession" and foreordination. Why should not teachers use equally as much wisdom? The time is coming when they will do so. The very necessities of the times will shut them up to this course, *and no other*. We conclude by a recapitulation of the arguments and points as discussed in this article.

AN ARGUMENT IN FAVOR OF PROFESSIONAL READING BY TEACHERS.

As a teacher, what ought he to read?

That which will most directly help him in the work of instruction.

1. His pupils are human beings; he must know what they are morally, mentally, physically.
2. He is especially set to train the mind. It follows, then, that he must study mind growth and mind science.

Fact. How to train the mind into a symmetrical maturity is the most important knowledge a teacher can gain.

All text-book knowledge is secondary in comparison with this.

Fact. If a teacher knows all science, literature, and art, and does not know the mind and its growth, he is not prepared to teach. His work is empirical.

Secondary Knowledge.

Methods of Instruction.
Organization.
School Government.
" Systems.
" Laws.
The History of Education.

FACTS.

Teachers have little time to read.
They do know something concerning the branches they study.
They know very little concerning mind science and the fundamental principles of education.

Conclusions.

It is of the utmost importance that a teacher should read the literature of his profession.
To encourage general reading, while the science of education is not understood and correct methods of teaching unknown, will destroy the real professional benefit coming from reading circles for teachers.

Remark.

What a teacher ought to read as a citizen, and what he should read as a teacher, are entirely different in their aims and methods.

This article is the substance of a paper presented at the meeting of the National Department of Superintendence at Washington, D. C., on Tuesday of this week. J. A.

THE president of Harvard and the college pastor of Yale both state distinctly that college athletics have had a good moral influence on the students. On the other hand, Dr. Eliot frankly admits that "vices born of luxury and self-indulgence tend to increase" at Harvard. This is the only unfavorable sentence in all the reports. Is Harvard worse than the other colleges, or is President Eliot franker than the other college officers?

THE pupil-teacher scheme has been for some time a fixture in the London schools, but it is destined soon to be discontinued, because the results of adult instruction are so far superior to immature teaching, and the cost of permanent teachers will not be much, if any greater, than the pupil-teacher plan.

WHEN Dr. Guthrie arrived at Glasgow, and was to preach his second sermon as a supply, he having just been graduated from St. Andrew's, Sunday morning came—it was winter and cold. Calling to his landlady, young Guthrie asked for a cup of hot water. "An' what for, sir?" "Oh, for shaving, if you please, ma'am." "For shaving—a deal o' water for shaving will ye get on the Lord's Day here. But (after a pause), if ye had wanted it to mix with a little whuskey, ye might o' had it; but for shaving on the Lord's Day—na, na!" Times have somewhat changed since then.

IT has been truly said that there are now published so many books of history designed for the entertainment of young people, and intended for easy reading rather than for earnest study, that school teachers should exercise some care to see that their pupils do not get false impressions of historical characters and events from them. It is a great temptation for an author, aiming at popularity, to sacrifice plain truth to the picturesque, especially in treating of the exploits of some of the earliest explorers of the New World. Those old Spanish conquerers, for instance, were a very avaricious and brutal lot, and it is not well that they should be placed altogether in heroic attitudes.

THE Industrial Education Association of this city recently held its first public reception at its new house. This association is one of the most useful of all those that have taken up the subject of industrial training, practically. It has a school for nurses and a school for housework, wherein girls and women are taught by competent instructors how to take care of the sick, how to prepare food, and all the branches of good housekeeping. We are advancing, but the full tide has not come in. Industrial education is bound to receive public recognition, but at present its best advocates are working in private schools.

THE papers of this city and Brooklyn have been publishing the names of the pupils in the public schools who have stood first in their various classes. This has, no doubt, influenced many pupils to do harder work, with the hope of being placed on the roll of honor at the end of the month. A whip would have accomplished the same result, in fact with some it would have been a more effective incentive. The plan of publishing to the world a list of smart pupils is of questionable benefit. What shall be said of the army of dull, plodding scholars who are also doing their best, and whose talents are not equal to the task of memorizing lists of words, rules, remarks, and exceptions. The great middle and lower mind class. The hope of the world lies in the plodding boys and girls whose bodies have grown faster than their minds. The smart miss, whose nervousness has got the start of her muscle, can commit a whole dictionary of words, and a grammarfull of rules, but in ninety-nine cases out of a hundred she doesn't amount to anything, except in becoming a miserable dyspeptic or a nervous fault finder. The world is searching for something that will make young men and women study harder and learn more, under the misapprehension that the more they learn the better they will be prepared for life. Now it is not by any means necessary that a man should know very much in order to succeed in life. The majority of men and women know too much now. What we need is a greater number of men and women who can do their own thinking, and have sound bodies and honest hearts. We want an army of such, but of grammatical, stuffed human sausages—no more. We have enough now, and to spare. The great aim of school work is not to cram knowledge into children, but to give them the power of acting as thinking and intelligent human beings.

"The number of facts a pupil learns is by no means the measure of his success." Teachers! write this on the tablets of your hearts and you will be ten-fold the benefactors of the race you now are.

THE *Ohio Educational Monthly* says, concerning free text-books: "Why not go a step farther and furnish the dinners, the shoes, the hats, the shawls, etc.? For these are more necessary than books. No, there is a difference, and the line must be drawn somewhere. Buildings, teachers, and fuel are, and must be, used in common, and cannot be furnished nor held in possession by individuals. A text-book, even though furnished at public expense, must be held in possession and used by an individual, to the exclusion of all others. Just here, we think, is the place to draw the line. Let everything pertaining to the school, that is to be used by all in common, be furnished at public expense; but let each individual supply himself with that which is for his own exclusive use.

"There is another thing which the advocates of free text-books should consider. It is possible to increase the cost of public education to the extent of causing strong re action against the whole system of free schools." Here the *Monthly* is sound. It holds to the old in most things too much to suit our taste, but here is a point in which the old is the best. Re-action has already set in in some places, and it will in many more if too much "public furnishings" is increased. It encourages too many jobs, bargains, arrangements, and personal understandings to suit the average tax-payer. The public crib is big enough now. Don't increase its capacity unless more public men can be found whose characters are above temptation. The free school is a necessity, a free text-book is not. Neither is it a luxury. Rather is it a burden, and so a hindrance to that freedom of instruction essential to the teacher's success. A greater freedom from the public text-book will bring greater freedom from the odious "recitation" and cramming for an iron-clad examination. If we keep on, by and by the "Board" will prescribe when a teacher shall eat potatoes, and how many.

IT is reported that James Russell Lowell expressed the opinion that "the older school system which taught merely the three R's, and taught them well, was better than the modern graded school," and yet there are many who believe that James Russell Lowell doesn't know what he is talking about. It takes a man larger and more learned than Mr. Lowell to understand all the ins and outs, grades and percentages, reports and requirements, restrictions and repressions, of the average city graded system.

IN some parts of Pennsylvania, the school authorities find great difficulty in enforcing the law compelling the study of physiology and hygiene with reference to the effects of alcohol on the human system. At Frankstown, for example, the school directors have adopted strong resolutions, and say they are determined to enforce the law. State Supt. Higbee has written them that unless the law is carried out in its spirit, the district's share of the state appropriation for school purposes will be withheld. A number of other districts are likely to suffer financially on account of the stubborn opposition to the law by some of their people. The law is certain to triumph; for it is a necessity. Self-preservation is the first law of nature. The very existence of society depends upon properly educating the young in reference to the great evils afflicting our country.

TWO of the most valuable historical books recently published are Dr. Fisher's Outlines of Universal History, (Ivison, Blakeman, Taylor, & Co., N.Y.,) and Lamberton's Historical Atlas, (Townsend MacCoun, New York). Both of these works are valuable aids to those engaged in thorough historical study. The real history student takes in at one outline view all times, from the earliest down to the present. This must be only in outline, as when one stands on a mountain peak he sees a vast expanse stretching around him, but cannot see the detail of roads, brooks, farms, and groves. These he must know by patient travel. So at the end of the nineteenth century we can look back over many ages of events, and see how all parts are related to each other. Effects can be traced from remote and immediate causes, and the whole classified and catalogued. The student who gets this view is the real historian; he who does not, is not No matter how much he may know of his own country or state, unless he gets high enough to see all times and map out all the great relations, he is only a dabbler, not a student.

Away back in the past, we see three great ascendencies, the Chaldean, the Egyptian, and the Assyrian, immediately after which comes the period of the four great powers—Babylon, Media, Lydia, and Egypt. After this, the Persian, Hellenic, and Roman ascendencies bring us past the life of Christ. Here in a nutshell is condensed almost all of ancient history. By means of maps with engraved and word pictures, a student of some maturity of thought can gain a clear idea of these interesting times. When he commences to study the Christian era he will be in a good condition to know how the lines of forces from before the Advent influenced those coming after. The young student will soon see how intimate is the connection between cause and effect, geographical location, and the habits, manners, and even the government of the various peoples. As he goes on, he will gain more minute knowledge, but at first he cannot appreciate the spirit of the times he is studying. It is no part of history to know that Cæsar was assassinated or that Socrates was legally put to death. A fact is of little consequence unless it is in some logical way connected with some other fact. A tabular view may represent only the dry husks of knowledge. It is very possible for a student to be glib in history recitation, and dull in history study. Connected thought is what marks and makes a student.

The two books, which constitute our text, are full of true historical spirit. There is meat in every page, but the teacher must be careful not to serve it up raw. It could not be digested if taken in that manner, but let a *teacher* take these books into the class-room, and he will evolve the light of intellectual fire from every page. Studied as text-books to be learned by heart, they had better be burned up, but studied as bones upon which the flesh is to be put, nothing better can be found. There are books far more adapted to the hearers of recitations, but none more helpful to teachers of history.

A REVIEWER of "Tate" states that it breathes "something mostly" of the "first half of the century," and is no doubt "a good old book." He cannot see the "necessity of resurrecting mummies from the deposition of ages." This is a most cheering evidence that the force of progress is pushing some old fogies along. "The world do move." So much time and type has been spent in proving that the "new" is not new, and if it is, it is a humbug, that we welcome with joy to the ranks of progressive thinkers one of the fathers, who has taken all at once a mighty leap clear over and beyond "Tate's Philosophy of Education."

THE *Journal of Education* last week presented an admirable symposium concerning the life, character, and literary productions of the late Hon. John D. Philbrick. Nearly the entire paper was devoted to this tribute. The page prepared by Mr. Sheldon shows not only good editorial ability, but a large amount of careful, painstaking investigation.

INTERCOURSE AMONG TEACHERS.

BY SUPT. CHARLES JACOBUS, New Brunswick, N. J.

THERE are many benefits to be derived from a frequent interchange of thoughts among teachers. We do not mean in meetings where there are many together. That may be the place for the discussion and consideration of questions relating to subjects taught, the manner of conducting various exercises, and the best methods in some particular line of work. This is all valuable, and every teacher should avail himself of the privilege-duty or duty-privilege of putting in an appearance, whenever it is possible, at all gatherings intended for the promotion of excellence in teaching. But valuable as such meetings may be for their specific purposes, there are many things occuring in the daily discharge of our duties that would be even out of place in a general meeting; things that shrink from such publicity as this would give to them; features that make a call rather for the sympathy and advice of *one* or *two* teacher-friends.

How frequently it happens that people fail to use those means of greatly promoting their welfare, that are nearest at hand and really most available, and thus securing their minds' ease, not only in teacher-life but in every phase of life and living. They do this by failing to allow themselves to mingle with kindred and sympathetic souls, the relating to whom even of their discouragements, and the conversation with whom thereon would relieve depressed spirits and make their work seem less of a burden and more of a delightful pleasure.

Water that remains motionless, not mingling with other in a running stream, or even agitated with respect to itself by friendly breezes, will become stagnant, and eventually be a source, not of life and health but of death and disease. And it seems to us that new life may be infused into the hearts of many workers, by availing themselves of the privilege of gaining strength and encouragement by inter-communication with hearts that would themselves be strengthened in the imparting of strength.

For, paradoxical as it may seem, it is nevetheless true—our hearts are like magnets.

If a piece of steel has magnetic properties it can render magnetic other pieces and yet retain its own power of attraction, even if it be not actually strengthened in this power.

So our own hearts by contributing aid with almost magic power, by sympathetic word or kindly act or even cheering manner, to some soul downcast or discouraged themselves feel strengthened for the more faithful carrying of their own burdens.

We too often lock up our cares and anxieties from those who are most willing and most able to relieve us, and who would find even a pleasure in so doing, did they know of our troubles.

We believe that this is something which is neglected not only among teachers, but among many of all spheres of labor and that what we have spoken of in the way of recommendation and endorsement would, if observed, be instrumental in producing excellent results to all concerned.

But there is another benefit to be derived from the course which we have endorsed, and that is the cementing of the bonds of a true friendship, especially among kindred hearts.

It is under adverse circumstances that we find the truest and most abiding friendships.

"A friend in need is a friend indeed," and by the exercise of a willingness to allow our best friends to see the peculiar difficulties that beset our pathway, we thus derive a double benefit.

NO RECESS.

By L. H. WHITE, Parkville, N. Y.

In this day of educational controversy a sort of pessimistic view of everything that is old prevails. The eye of the reformer falls upon the old recess, and immediately the educational inquisition cries, "Put him out!" Some receive the verdict, and without a question are off for its execution. Others receive it with misgivings, and not until they have examined all the pros and cons—perhaps not even then, are they ready to act.

The world is putting the schools of to-day to a rigid test. The school officer, the editor, and the business man have entered our class rooms, and on every side we hear the cry, "Character! more character! away with your high per cent. examinations! Not how much do our children know, but how much can they do!"

To the teachers of this country is given the coming generation, as a ward, and we must return our trust with the powers—intellectual, moral, and physical, well developed, and thoroughly equipped—ready to perform the highest duties of true man or womanhood; else we must drop the implements of our trade, or go to some inferior race to ply them. Upon these conditions should we examine, not only the question of—recess or no recess, but every other question pertaining to our work as teachers.

Competition and association is our normal condition of life, and we need the competitive sports of the school-ground, as well as the education derived from books. It has been truly said that we all are educated, whether children, men, or women, far more by personal influence than by books and the apparatus of the school-room. That hazing of the freshmen, that tugging and wrestling, that sly and crafty contest of mind with mind and muscle with muscle, those tests innumerable of strength and cunning, manifest upon the play-ground, have many times done more to sharpen the wits and arouse the energy of some great, overgrown boy than many a lesson unlearned. The pitch-penny education of the New York bootblack or newsboy has many times, later in life, been quite sufficient to circumvent another whose education had been derived *only* from the book.

Success of any kind, or social position, cannot be obtained without opposition, and preparation for this should begin in childhood. Let our pupils be taught

early the lessons of success or defeat. It is also of vital importance to youth to have an opportunity to expel that excess of exuberence, that overflowing of animal spirits, that madness of hilarity, that antic expression of feeling, that childish enthusiasm All these are the true attributes of childhood, and to restrain them is to do violence to nature.

Again, the *evil* influences of the play-ground, well-controlled, as well as the *good*, are necessary to the development of a strong, healthy moral character. The fool in the adage was going to learn to swim before going into the water, and thus we resolve to teach our children to overcome evil where there is no evil. As well try to strengthen the arm by giving it rest merely, as to endeavor to develop the moral faculty in an atmosphere entirely free from evil.

Said one of Brooklyn's business men recently, his clerk having been caught stealing, "I can't account for it. This boy was not educated in the public school, but in a private school, where he had only the best example." The opponents of the recess seem to consider the association between pupils, good and bad, as a valid excuse for its abolition. A child, full of malice and profanity, is brought in direct communication upon the play-ground with children of a better character. Very rarely, however, will the evil predominate. Generally, the example of the better child will influence and elevate the baser nature, and not only will the latter become more pure because of the association, but the former will be stronger in its position of right.

The struggle between right and wrong must come at some time, and if the character of our pupils be unnaturally protected by isolation or otherwise, there will be a sort of hot-house development. Our girls will be Victoria Morrisinis, and our boys a prey to every evil influence—a set of fawning dependents. The true measure of character is its power to overcome, not to evade circumstances.

The play-ground presents a perfect object lesson in character study. Deeds, impulsive, combative, selfish, noble, mean, and malicious, sly and cunning, cruel, almost fiendish, kindly, almost saintly, all intermingled into innumerable combinations, each of which, to the observant teacher, is a valuable discovery, a concrete lesson, by which may be learned not only the character of the pupil, but how best to discipline it. There will be wrongs and rumors of wrong; and the question will arise as to what we shall do about it. One way to settle the trouble is to have no recess, but a better way is to find the transgressor, and in some way infuse within him the elements of a better character.

Many persons have met with frequent failures in life because they were impulsive or possessed of a peculiar temperament or incongeniality, characteristics which years before should have been corrected by parents and teachers. More than this, men have ended their lives upon the scaffold or in the prison cell, because of a temper which, had they been taught to control, would have made of them good citizens.

Then, if we are to develop character by restraining one element and encouraging another, give us the recess, for by it we may know more of the real qualities of those in our charge. We often think we know all this from the work of the class-room, but we do not. A child, natural in the presence of that enthroned monarch, the teacher? impossible!

Those who oppose the recess seem to think that the evils which, from time to time, are displayed upon the play-ground, originate there. On the contrary, the vice and malice of the play-ground are no more a product of the play-ground than are the vegetables displayed in our markets a product of the market. Many of the evils of our children are either inherent, or originate from bad discipline or no discipline at home.

We frequently read this argument, "Recess abolished in the schools of the City of A——. The experiment has proven very satisfactory, and the discipline of the schools has much improved." The truth is that the teachers of that city have thrown off a portion of their responsibility. They have surrendered the key which lets them into a knowledge of the character of their pupils, and in their blindness they say, "all is well." All the evils which existed before the recess was abolished, exist now, pent up, and may thus remain, disembodied as to the teacher's perception until a later period, when reform will be impossible.

The recess is a pleasant *rest* to the pupils; and when we remove it we rob them of one thing which goes to make school life desirable.

Instead of the recess is proposed a drill in calisthenics, or an early dismissal. As to the former, we offer a similar substitute for a strong and skillful use of the English language viz.: English Grammar; or, for elegant composition, the study of rhetoric. Calisthenics means beautiful strength, but the most beautiful demonstration of strength, to me, is the running and racing of the girls, and the more masculine feats of the boys engaged in the merry, noisy sports of the school-ground. As to an early dismissal, it is simply turning the children out upon the street for a half-hour's possible mischief, unwatched and unrestrained.

I believe the warmest advocate for the abolition of the recess will find, by reflection, that self-convenience, in part at least, has helped him to his conclusion. The most difficult, many times the most unpleasant part of our work, as teachers, lies in successful discipline—discipline that goes deeper than a forced obedience.

In our schools let a *natural* condition of things exist. The effects of unnatural restraint are clearly seen in our convents and fashionable girls' schools, and cutting out the recess is simply acknowledging our defeat in the attempt to develop character in opposition to natural forces. The true teacher must possess a positive character, without which we should have naught else but recess. He should be one who, in case of a manifestation of wrong in school-room or school yard, can rise, by precept and practice, as an invincible power, crushing every sin, yet abounding in a kindly sympathy for every sinner.

Thus, from the play-ground will come lessons of obedience, self-restraint, and true courage, the result of which will be *nobility* of *character*.

PRINCIPLES OF SCHOOL DISCIPLINE.—I.

By Prin. George B. Hurd, New Haven, Conn.

There are some who say, "There should be no discipline for conduct in school. The teacher's business is to teach, and the discipline will come all right." Others say, "The discipline of conduct comes first, then the proper teaching may be done." The first party ignores a responsibility that rests upon every teacher—shirks a duty by disclaiming it. The other party makes the restraining force of discipline for conduct a matter entirely distinct from teaching. The first party would acknowledge no principles in discipline, because it acknowledges no need for them. The second would build up a system of Medo-Persian laws that alter not, and that treats all delinquents alike, irrespective of motive or surrounding circumstance. This is an easy way to discipline. It only needs a laborer's strength and a mule's obstinacy to get seeming order by it. Both of these parties may succeed according to their separate standards, if they are firm believers in them, and act as they talk. The only question in the premises is this: Is their success the desirable result to be obtained?

The success of the first is, "getting along" with the pupils. Of the second, having an appearance of order, at whatever cost of individuality of the pupil. Beside these two parties, in the great middle ground between them, in partial opposition to both, stands a large, constantly-growing company of earnest workers, who believe that there is an incumbent responsibility for discipline of conduct that rests upon every teacher; and that there are underlying principles of that discipline to which the teacher's will is as responsible as is that of the pupil to their proper application.

Just intention must underlie all school discipline. Not simply as an abstraction, admitted at all times, and acted upon *when convenient*, but a settled, living conviction in the soul of the teacher. A conviction so strong that an act of injustice will bring its own criticism of remorse. Not a morbid regret for a necessary rebuke or punishment, but a positive remorse for unjust faultfinding, or overbearing admonition, or undeserved punishment. Nor that sense of justice which sees only law and its relation, but justice upon whom mercy waits. Not like that justice of inexorable law through which the Creator speaks to the intellect of men in the physical universe, but rather like that which he has revealed to the human soul through the atonement upon Calvary. A justice that demands the right, but forgets not mercy, nor ignores repentance. With this sense of justice before us, there come three classes of rights to be considered:

First. The rights of individual pupils.

Second. The rights of the school as a whole.

Third. The rights of the teacher.

All the vital living relations between teacher and pupil in the school-room come under one of these three heads. The relation of the school official to these rights, is in some degree legislative, executive, and judicial. It is his business to see that the rights of all are maintained as they present themselves to his mind. He maintains what he deems the rights of individual pupils, by making regulations which shall tend to prevent hasty discipline. He strives to maintain the rights of the school by having judicious teachers appointed. He maintains the rights of the teacher from unreasonable criticism of an injudicious parent. These and many other duties are his, but the continuous adjustment of these rights during school sessions, he puts naturally and of necessity upon the teacher. If found incompetent in his opinion, another teacher must be supplied.

Rights of Individual Pupils.

Every pupil has the right to be treated as a human being. This implies that every child has an individuality that should always be considered. Whatever interferes with the proper development of that individuality is a thing to be shunned. A tyrannous exercise of power that crushes out the action of the will may be justified in training of the brute creation, but it should have no place in the discipline of children.

The child has a right to think and act as his conscience dictates. Any rule or treatment that does not acknowledge this, is vitally wrong.

Every child has a right to the explanation of any rule of discipline, at a proper time and in a proper manner, not of every direction, but of every general rule made for his observance. Prompt obedience of any reasonable command is a requirement which most pupils will observe much more cheerfully and profitably if made to understand why it is a necessity, than if forced to it by overbearing dictation.

The child who asks for reasons is often disagreeable, I know, but he can be more promptly governed by courteously but promptly saying, "I will give you reasons later" than by being told to "shut up." I admit having tried both ways. "Shut up" works well, but somehow that pupil does not stay shut up. I never did when treated similarly by my teacher.

(To be continued.)

THE SCHOOL-ROOM.

GEOGRAPHY.—ELEMENTS.—IV.

By Alex. E. Frye, Cook Co. Normal School.

The following questions on air are intended merely to suggest lines of observation and experiment. The causes which determine the directions of the winds of the globe may be referred to a few simple laws, which are at work every-where about us. The daily experience of every child constantly brings him face to face with natural forces. He sees the smoke curl upward from the fire, the soap-bubbles rise and settle, oil float upon water, the steam rise from the tea-kettle; or, he feels a cold draft. Yet he may not know or seek for the cause. He has made hundreds of similar observations, yet he may not have discovered the simple law of the lighter fluid floating upon the heavier. Or, if he has generalized and deduced the law, he may not know why hot air or water is lighter than cold. Yet he has seen the tea-kettle "boil-over," and many other proofs of expansion by heat resulting in difference in weight between equal bulks of hot and cold fluids. This discovered, he may reason that because the air expands when heated, it becomes lighter than the surrounding air and consequently floats upon it. Thus he explains the why.

Three steps in observation were necessary: first, heated air rising; second, the lighter fluids floating upon the heavier; third, expansion by heat causing difference in weight. This may serve to illustrate the order of study. The facts were observed, the generalization or law deduced, and the reason discovered.

The first and most important work is to draw upon the experience of the pupils for the facts which are to furnish the generalization. Where that experience is limited, they should be encouraged to make further investigations, and may be assisted in this by questions or by simple experiments before them. The simplest experiments, such as the children themselves may perform, are the most helpful. Great care should be taken not to deduce laws from too few facts; the latter develops the habit of making hasty or "snap" judgments, which characterizes the shallow mind. The law should *grow out* of the mass of observations, and should not be forced out of a few facts.

In directing the experiments and observations of the children, the teacher should have a definite end in view,—some law, or series of laws, which she wishes them to discover. Thus in preparing the children for the study of the winds of the globe, the first work of the teacher is to outline clearly in her own mind the causes of these winds. She is then able to decide which, among the

many laws relating to winds in general, she wishes her pupils to discover. Those are selected which determine the distribution of winds. She reduces all perhaps to the following: hot air floats upon cold air; cold air flows toward a heated surface; the atmosphere is not heated directly by the sun, but receives its heat mostly from the surface of the earth; air becomes colder as it rises; different kinds of matter that makes up the earth's surface absorb and radiate heat unequally; the form of the earth causes unequal distribution of the sun's heat; the rotation of the earth modifies greatly the direction of the winds in the great belts.

Such may be the course of reasoning of the teacher. She next decides upon what, in the experience of her pupils, illustrates each of these topics, and frames her questions to call out this experience. She also directs them in new lines of investigation and experiment to add to their experience where it is limited.

Thus she prepares her children in the *elements*, which will be used later in the study of the distribution of winds. The children will interpret the great forces at work all over the globe, only in so far as they have observed them about home, performing the same work in miniature.

The following questions are not intended, as may readily be inferred, to teach the actual distribution of winds over the globe. That work does not belong in the *Elements*. They are merely to call out from the child's experience, and to direct his investigation to the facts from the which the laws that determine the distribution may be deduced. Later in the course, when the globe, its motions and plan of heating* have been studied, the children will readily apply these laws and then distribute the winds. The elements prepare for the distribution.

It should also be remembered that while the direction of the great winds results from the heating and rotation of the globe, many other influences are constantly at work. Evaporation, the presence of vapor in the air, condensation of vapor, the position of great desert tracts, mountain walls, and ocean currents, are constantly at work modifying the temperature and weight of the atmosphere. But these are better dealt with as parts of the great machinery of motion which has its main-spring in the heating and rotation.

* The questions leading to the study of the form, motions, and heating of the globe form another series to follow these on air.

AIR.

I. Causes of Motion.

Of what use is a thermometer? a weather-vane?

What moves the clouds and raises dust in the street?

When does a wind-mill turn most rapidly?

Why do we breathe? What is wind?

In how many ways can you discover in which direction the wind blows?

In how many directions have you seen clouds moving at one time?

What is the difference between a gale and a breeze?

* * * * *

Can you name any substances that float in the air?

Name some that are blown about by winds.

Which of the following will float on water: lead, cork, iron, glass, ice, oil, and wood?

Which are heavier than water?

Why will a cork float, and a stone sink?

Why do not iron ships sink?

How can you find out, without putting a substance in water, whether it will float or sink?

Why will an empty (?) bottle float!

Which of the following fluids will float on the other: water and mercury, oil and water, water and air, air and hydrogen, warm air and cold air?

When two fluids are poured together, which will float?

If many fluids are mixed, *e.g.*, water, air, oil, and mercury, in what order will they arrange themselves?

* * * * *

When does the tea-kettle boil over? Why?

What results if you put your thumb on the bulb of a thermometer?

Why are spaces left between the ends of rails on a railroad?

Why does a blacksmith heat a tire before putting it on a wheel?

Cork and heat a bottle of ice-water, and what results?

Tightly cork a bottle of air and heat it. Result? Why?

Try to balance a dipper of ice-water with a similar dipper of hot water. Which is heavier?

Try the same with bottles of hot and cold air. Result?

Tie a thin piece of rubber across the neck of a bottle of cold air, then heat it. Result?

What results from heating water, air, and iron?

Which is heavier, bulk for bulk, hot or cold air? water?

Which will float on the other?

If you press a stick down into water, what lifts it to the surface?

Why does heated air rise? What lifts it?

* * * * *

Do we generally find the colder air at the top or bottom of a room?

Why is it warmer over a hot stove than under it:

What turns the wind-mill over a hot stove?

In what direction do flames generally shoot? Why?

What causes the draft up a chimney?

Why do smoke and sparks rise?

Why does not the smoke from an open grate-fire come out into the room?

What carries Santa Claus's letters up the chimney?

What causes a draft when we open a window on a cold day?

Why do soap-bubbles rise? vapor from the breath or tea-kettle?

Of what use are lamp chimneys?

Why do we not need them on gas jets?

In how many ways can you make a lamp or a stove smoke?

Which gives the better draft, a tall or a short chimney?

Why is the draft placed near the bottom of a stove?

Of what use is the damper in a stove pipe?

Why does a fire burn better if it has a good draft?

Why then does blowing a match put its fire out?

Where are the ventilators placed in cars? Why?

How are mines sometimes ventilated by fires?

With what are balloons filled? What floats them?

II. How the atmosphere is heated.

[TO BE CONTINUED.]

MORE HINTS.

By Wm. M. Giffin, A. M., Newark, N. J.

The teacher makes some rings on the black-board, and has the children copy them on their slates, thus:

0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
5	3	5	10

Next, the children fill in what *pieces* of money will make the amount shown by the piece under the lines, thus:

0	0	0	0
3	1	2	2
0	0	0	0
1	1	2	3
0	0	0	0
1	1	1	5
0	0	0	0
5	3	5	10

If any of them write 4, 3, and 3 for the ten, they must be told this is not right, as there is no such thing as a four-cent piece.

Write such expressions as the following on the B. B.: V—I—IV, and tell the children to express the same with figures, as 5—1—4.

Place an exercise on the B. B., as shown here:

1 2 3 2 1 2

2 1 4 3 4 3 1

4 1 2 3 4

2 1 3 2

Now, take your pointer and touch the figures about as fast as a watch ticks; have the pupils add, and have the one named by the teacher give the sum of those touched.

In all exercises, cause the child to think as much as possible. When answering such questions as the following the child must think before he can answer. How many feet have two little boys? Two little dogs? How many more feet have two cats than two hens? How many legs have a dog, a hen, and a boy all together? How many more feet have a span of horses than a pair of doves? Three ones and one three are how many? Two ones and one four? Four, four, and one-half of four? How many pints in a quart and pint?

Draw a picture of a little boy on the B. B. Then ask how many eyes he has? Feet? What else can you see that he has two of? There are over twenty answers to this question, which they can easily find. See how long it will take to obtain the twenty answers, viz., hands, legs, cheeks, temples, ears, arms, wrists, shoes, stockings, thumbs, lips, shoulders, shins, little fingers, ring fingers, index for front fingers, long fingers, knees, elbows, and eyebrows.

Here are some grand, good tests for them. Hold up two fingers. Hold up four fingers. Hold up four fingers, and use two hands. Hold up six fingers and use two hands, but hold up more with one hand than with the other. (Do you want a real treat? Then watch their faces while their little minds are studying out these tests.) Here is one that seems to puzzle them. Hold up eight fingers, using the same number with both hands. Now, put down one-half of them, some from each hand. Have eight or ten of them come to your desk and hold up five fingers. No one to see but yourself how they do it. Some will have five and use one hand. Others four and one. Others three and two.

Surely Gay was right when he said:

"Variety's the source of joy below,
From which still fresh revolving pleasure flow
In books and love, the mind one end pursues,
And only change, the expiring flame renews."

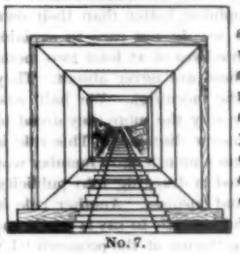
PERSPECTIVE DRAWING.

NO. III.

By W. N. Hull, Cedar Falls, Iowa.

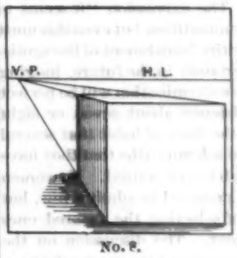
We have considered the terms used in perspective, we will now study the KINDS.

1. Parallel. Parallel perspective includes those views in which the P. S. is in the centre of the picture.



No. 7.

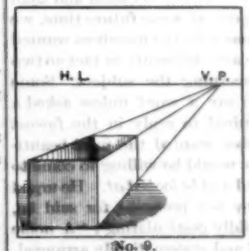
Our illustration is the skeleton of a railroad bridge with track. Draw the square representing the end nearest us, then diagonals, stopping the lines where you wish to fix the distant end, fix the V. P., which is also the P. S. in the centre or where the diagonals would cross, etc.



No. 8.

2. Right Oblique. Right oblique represents objects on the right of the L. V.

Draw a square, fix the H. L. anywhere above it, fix the V. P. anywhere on the left side, draw three perspective lines to or towards that point, and fix a vertical and a horizontal line to complete the cube.

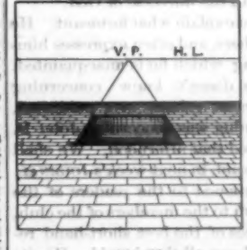


No. 9.

3. Left Oblique. Left oblique represents objects on the left of the L. V.

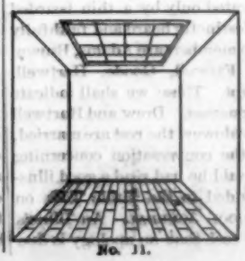
An open box. Draw the square of the end, fix the H. L., the V. P., the perspective lines, the vertical and the horizontal, and the inside vertical line.

4. Ground. Ground perspective is the representation of objects below the H. L.



No. 10.

To draw this hatchway or opening in a floor, draw the B. L. the length desired, fix the H. L. and V. P., draw the perspective lines, then the horizontal and the verticals. Make the lines which represent flooring closer together as the distance increases.



No. 11.

5. Aerial. Aerial perspective is the representation of objects above the H. L.

The sky-light is an example of this kind of perspective.

TABLE-TALK.

For some months past several educated gentlemen have been accustomed to meet once a week, for the purpose of discussing such questions as are uppermost in their minds. There is no formal organization, and no preparation. Sometimes the party separate into small groups, each discussing such topics as come up, but their more usual custom is to sit around a table on which is placed a liberal quantity of refreshments, and talk about something interesting, to the majority. There is no special set time of opening or closing. The place is in a private room of a good restaurant, up-town, open all night, so there is no compulsion about going away at a certain hour in order to accommodate the proprietor.

Smoking is allowed, but the drinking of all beverages containing alcohol is forbidden. Games are not played. It is a sort of free and easy conversation club, of congenial spirits for mutual entertainment, and as the room is engaged for each Thursday evening during the entire year, the members feel that they have a right to come and go as they please. It is a comfortable, cosy place, well furnished, cheerfully lighted and warmed by a large, open, old fashioned fire-place, in which the best hickory wood is burned.

It has become an attractive sport to the members, a sort of home to the old bachelors, of whom there are three, and a second home to all the married ones. To one or two it is in our opinion, better than their own homes. For what cause we do not care to explain, but for some cause the home lives of at least two members are not agreeable. These are never absent. They come and go early—(in the morning). We half suspect that the longer they stay the more they dread to go. Personal affairs are never discussed. This rule is strictly enforced. Less than a month ago a member was expelled because he persisted in dragging into publicity the affairs of his family and business. Another rule is adopted, but we feel bound in truth to say is poorly enforced. It is one forbidding the use of the pronown "I," *under any circumstances.* The expression "it seems to me" is permitted in sparing quantities, but even this must not be used too often. The entire banishment of the egotistical "I" is considered a certainty in the future, judging from what we have seen, its extermination will be perfect if the club continues in existence about seven or eight hundred years. But such is the force of habit that several members are willing to take solemn oaths that they have not used it at all since the club was organized. No women are admitted. It has been proposed to admit a few, but when it came to the point of selecting the favored ones there could be no agreement. The discussion on the occasion of trying to select one or two was most amusing. We took copious notes on the occasion and shall try to find room for a report at some future time, we may say here that the reasons why the members wanted women admitted were radically different; in fact no two had the same notions concerning the subject. Some want them pledged not to say a word unless asked a question, and then be required to reply in the fewest words possible. One member wanted the most beautiful women in the city, who would be willing to come to be paid to attend and sit still *and be looked at.* He urged that she would inspire all by her presence, for said he, jumping to his feet, and wildly gesticulating; "A noble woman, wisely harmonized and systematically arranged, is the grandest creation in all the universe of God."

We could never make him explain what he meant. He is one of the bachelor members, and often expresses himself on questions concerning which he is unacquainted. We believe that what he doesn't know concerning woman would make the largest volume ever published. The talk last Thursday evening was concerning John B. Gough, whose death occurred that afternoon. We shall make a report of what was said, in next week's JOURNAL.

One fact ought to be mentioned to the readers of the JOURNAL: it is, that unknown to the members of the club, we have engaged the services of the best short-hand reporter in this city, to take down all that is said. He sits in an adjoining room, separated only by a thin boarded partition. Every word is destinctly heard and faithfully recorded. The names of the members are Adams, Brown, Campbell, Drew, Everett, Farwell, Goode, Hartwell, Ivison, Jacobson, and Kraupt. These we shall indicate by the initial letters of their names. Drew and Hartwell are bachelors, Kraupt is a widower, the rest are married, Goode is a teacher. After the conversation concerning Mr. Gough was through, G said he had read a good illustration that ought to be added to the Table Talk on "Mistakes" in the last SCHOOL JOURNAL. An Illinois paper recently said: "We feel that an apology is due to Widow Grimes. In our issue of last week we stated that she had eloped with an eighteen-year old man. The truth is that she was thrown from an eighteen-year-old mare which she was riding in a lope and which slipped and fell.

Our bachelor friend H. mentioned as an item of news, that a vigilance committee of marriageable young ladies had been formed in Fremont, Ohio, to investigate the habits and character of eligible young men and bachelors. The result of these inquiries was recorded alphabetically in books prepared for the purpose, and guarded by a muscular secretary. He thought this was an outrage on the freedom naturally due to the stronger sex. "Natural superiority," said he, "must not be disregarded."

The last story told was one concerning the courtship and marriage of the late Major General Hancock, which H. took occasion to say reflected no credit on the gallant general. "All great men," said he, "have their great weaknesses, this was his: Way West after being graduated at West Point he stopped for a short time at St. Louis, and took a horseback ride every morning. As he rode out one bright sunny day he saw at the window of one of the finest houses of the city a beautiful young lady. His eye caught hers as he passed, and he involuntarily raised his hat. The young lady blushed, waved her hand at him, and then stepped back into the shadow. Morning after morning he rode past the house hoping to see her again. At last one day he passed by on foot just as she was leaving the house on the arm of a fine-looking old gentleman. The lady recognized him again, as he could see by her blushes, but she did not bow, and just as he passed she entered a carriage. The old gentleman followed her, and the two drove rapidly away. Hancock took a cab and kept the carriage in sight, and after a short ride saw it draw up at the door of one of his old army comrades. He dismissed the cab, and knocked. His friend met him in the hall, and in a stammering way was asked for an introduction to the lady. A moment later he was taken into the parlor and introduced to Miss Almira Russell and her father. Old Mr. Russell was one of the rich merchants of St. Louis. He took quickly to Hancock, and before he left the house that afternoon the young officer received a hearty invitation to call, which the young lady seconded. Hancock did call, and he called often. The pretty young lady seemed to be as much attached to the gay young lieutenant as the lieutenant was to her. After a short courtship they became engaged, and a little later were married."

READING CIRCLES.

We cannot better occupy our space this week than by giving a part of an excellent address, recently delivered by Major A. W. Clancey before the Polk County, Iowa, Reading Circle.

WHAT IS EXPECTED.—"It is not expected that we will acquire all the knowledge contained in these books by floating along on flowery beds of ease; for to expect that men will become wise, virtuous, or happy by mere accident, without specific exertions directed to these ends, is to expect that the world's history is to be reversed, and that its future will give a lie to all that is past. 'Vice' (says Senaca), 'we can learn ourselves, but virtue and wisdom require a teacher.' This we get in our associations in the reading circle. The reading circle is, too, a place of pastime, for a man has no amusement more innocent, more sweet, more gracious, more elevated, more fortifying than he finds in these literary societies and reading circles. God bless the founders of Chautauqua! And the many noble leaders in our reading circle work."

THE EFFECT OF GOOD READING.—"Half the gossip of society would perish if the books that are truly worth reading were read. When we look through many of the homes of this country, we find there everything but what there ought most to be. No books worth talking about. If a question of geography arises, there is no atlas. If the question be, when a great man was born, they cannot help you. They can give you a luxurious bed, with four posts, marvelous adornments, gorgeous hangings, lacquered shams all around. They can give you dinners *ad nauseam*; wine that you can or can not honestly praise. They can give whist, progressive euchre, dominoes, but useful books are almost the last things that are found there; and when the mind is empty and void of that which books alone can give, then frivolity, fashionableness, scandal, and slander come in and take possession. Many of these characters passing through the world have eyes, but see not; ears have they, but hear not; because they do not spend their time preparing to read, not only from good books, but from the book of nature."

OUR MOTTO.—"Let your motto be, 'I will try,' and you will certainly be able to come as near the answer as an applicant did when asked this question in a physiology class: 'Name one of the fluids of the human body?' The answer came, 'One of the fluids of the human body is sarcastic juice.' Another: 'Name the longest bones in the human body?' He replied, 'Ita. the thigh bone,' then, hesitatingly, '2d, other thigh bone.'"

A GOOD STORY.—"One of our grand American poets was approached by a friend with the question, 'How is it that, in your declining years, when your head is already blossoming for the tomb, that you are able to write such beautiful poetry, and that which touches the human heart so keenly?' The answer given by Mr. Longfellow on this occasion is a good motto for every member of our circle, 'I continue to grow a little every year.' If you live by this sentiment, life to you will be a grand success."

HOW AN EVENING WAS SPENT BY A READING CIRCLE IN POLK CITY, IOWA.—First came a series of questions on the theory and practice of teaching. These were answered in an interesting manner by the members without previous special preparation, and drew out an animated discussion. A recess of fifteen minutes duration, to offer an opportunity for getting better acquainted, when the program was taken up by a recitation from Mr. Kronthal, entitled, "The Egyptian Mummy." This was so well given that he was recalled, and responded with a humorous selection, which again brought down the house. Miss Marie Chambers sang a Scotch ballad so acceptably that she was encored, and responded with an original song on Egypt that was the happiest hit of the evening. Professor Plummer, of the East Eide schools, gave two brief biographical sketches, which were well received; and after a spelling exercise, conducted by Mrs. Stewart, the meeting adjourned. The reunion was wonderfully well planned and conducted, every portion of the program passing off without a jar. It was heartily enjoyed by all present, and all will look anxiously forward to the next similar meeting. Such gatherings cannot but be productive of much good to all concerned, and they should be encouraged in every possible manner. A number of beautiful floral decorations ornamented the tables used by the various circles.

GENERAL EXERCISES.

WHAT IS IN A SEED.

Ask each pupil to bring a number of seeds of as many kinds as possible, but especially beans, peas, corn, oats, and squash or cucumber. Put one or two of each kind in wet cotton, and plant the others in moist earth. As soon as the seeds have sprouted enough to show the parts, dig up a bean and a corn sprout for each pupil, leaving the others for another occasion. Sometimes a sprouting acorn or chestnut can be obtained which shows the parts of seed very plainly. Distribute specimens to each pupil, and with them a slip of paper containing the following directions, for the work which they are to produce upon another slip of paper: The notes marked with asterisk and dagger may be placed at the bottom of the slip to assist the pupil in answering No. 7.

OUTLINE ONE.

1. Make a drawing of each plant.
2. How many parts has the corn?
3. How many has the bean?
4. Which has two thick, fleshy parts that look just alike?
5. How many slender parts has each plant?
6. What difference can you see between the two slender parts of the corn? Between the two slender parts of the bean?
7. Find a name for the two slender parts of the bean.* For the thick fleshy parts.†
8. How many *seed leaves* has the bean? How many has the corn?
9. Where were the *stem* and the *root* before the seed was planted.
10. Tell what you know about planting seeds.

*The slender part that looks like a bud is the *stem* or *stalk* of the plant; the other slender part is the root.

†The thick, fleshy part is called the seed leaf. Some plants have two seed leaves, some one.

A few days later when the stalk and roots have acquired more of their characteristic appearance, distribute specimens of corn, beans, peas, and oats, and the following outline of work;

OUTLINE TWO.

1. Make a drawing of the corn plant.
2. Write the name of the plant above the drawing.
3. Find the *stem*, the *root*, and the *seed leaf*, and write the names by the side of these parts in the drawing.
4. Do the same with the bean, wheat, and pea.
5. In what direction does the stem grow.
6. In what direction the roots?
7. What do the roots do for the plant?*
8. What will be found on the stems of these plants when they are full-grown.

* The plant's food is in the earth; the roots suck it up and send it to all the parts.

NOTES. If direction *three* is not understood, the teacher may illustrate on the blackboard.

If the work of the second outline is too much for one time, only two of the drawings need be required.

The following story will serve to interest the pupils in the adaptations of plant life, also to furnish food for the imagination. It may afterwards be reproduced for a language lesson, or the children may be asked to exercise their imagination by making up a story of their own, something like this one:

THE STORY OF THE SEED LEAVES.

Many years ago there was a great commotion among the trees and vines in a certain garden. The pea-vines were rustling, the grape-vines weeping, the apple-trees scolding, and all crying "What a shame!"

Presently Mistress Nature walked into the garden looking much displeased.

"What is all this noise about?" she asked.

There was silence a moment and then Mrs. Bean spoke up and said, "We think it is cruel of you, Mother Nature, to ask us to throw our poor, helpless little children on the cold, hard earth, and leave them to take care of themselves. The horses, the cattle, the bears, and hundreds of other creatures are allowed to take care of their little ones, to keep them warm and find food for them; but we must leave ours to starve;" and tears started afresh from the eyes of all.

"Now," said Mistress Nature, in a very decided manner,, "listen to me. What you wish to do is impossible. How can a young bean fasten his roots to your bare vines, Mrs. Bean? or a young apple-tree to your dry limbs, Mrs. Pippin? Even if that were possible the frost would come and kill them. You see it is necessary that they begin at once to fasten their roots in the earth. Now, if you are afraid that they will die before they can do this, I will tell you what can be done."

All the trees and vines then shook up their leaves and listened intently. "You may prepare a warm blanket to wrap around your babies, and inside of this blanket you may put as much food as you think they will need until their roots are long enough to reach into the ground. Now, let me hear no more complaints."

Then there was great rustling and rejoicing in the garden as each tree and plant began to collect stores of food, and prepare warm blankets to wrap around the baby seeds. When these were ready the mothers, with many whispers of caution, and not a few anxious sighs, bade the baby seeds farewell, and dropped them down to the earth to begin life for themselves.

Mother Earth was not so cruel to them as their parents had feared. She covered them up carefully and kept them warm, and soon their roots were fastened firmly in the rich soil and they were pushing their heads up into the warm sunshine.

STORIES FOR REPRODUCTION.

THE DRUM AND THE VASE OF SWEET HERBS.

A drum was once boasting to a vase of sweet herbs in this way: "Listen to me! My voice is loud and can be heard far off. I stir the hearts of men so that when they hear my bold roaring, they march out bravely to battle."

The vase spoke no words, but gave out a fine, sweet perfume, that filled the air, and seemed to say: "I cannot speak, and it not well to be proud, but I am full of good things that are hidden within me, and that gladly come forth to give cheer and comfort. But you, you have nothing in you but noise, and you must be struck to make you give that out. I would not boast, if I were you."

ONE

THE MULE'S TRICK.

A mule was once going home from market, carrying on his back a bag of salt. As he was crossing a stream he stumbled and fell in the water. The salt becoming wet, melted and ran away.

"Ah!" said the mule, "now I know a little game." The next day, the man went to town for more salt. He loaded the mule with it and started for home. When they came to the river the mule took pains to stumble again. Again the salt melted, and the mule soon had no load to carry.

"Ah," said the man, "I think I know your little game"

The next day the man went to market again. This time he loaded the mule with a large bag of sponges. The mule thought he would get rid of his load again in the same way, but, alas! as soon as the sponges were wet, they well nigh crushed him with their weight.

"Oh!" groaned the mule, "I never thought the game would work that way."

WHY THE TURKS ADORE THE CRESCENT.

One day, Mohammed walked alone in the desert, reading and studying his Koran. So busy were his thoughts that he took no notice of the approach of night. Soon it began to grow dusk, and a huge lion came out of a thicket and crept stealthily toward the prophet. As he drew nearer and nearer, the moon, which had just begun to rise, shone out brighter and brighter from behind the praphet until it looked like a great ball of fire. The lion stopped in astonishment. "My sakes," he thought. "What can this great light mean? This man must be on fire!" and before the prophet could offer up a prayer for deliverance, the terrified lion was rushing away across the desert.

PUFF AND FLUFF.

Puff was a little yellow chicken, Fluff was a fat mother hen. One day, Fluff saw some cracked corn in the road, and called, "Puff, puff, come here, quick!" Puff ran to see what his mother had found, and soon was swallowing the corn as fast as he could. Fluff thought she would take a sand bath while Puff was eating, but before she was half through she heard a horse coming along the road. Thud! thud! came his heavy hoofs, and there was little yellow Puff right in their way. "O! Puff! Puff! Come here, quick," screamed his mother; but Puff heard neither her nor the horse, he was gobbling the corn with all his might. In a second more the hoofs would be upon him. Fluff gave a wild scream, and flew straight into the face and eyes of the horse. He jumped to one side of the road and galloped on, and nobody but Fluff knew what a terrible thing might have happened.

GOLDEN THOUGHTS.

Who abuseth his cattle and starves them for meat,
By carting or ploughing his gain is not great;
Where he that with labor can use them aright,
Hath gain to his comfort, and cattle in plight.
—TUSSER.

Millions of spiritual creatures walk the earth
Unseen, both when we wake and when we sleep.
—MILTON.

Each bird gives o'er its note, the thrush alone
Fills the cool grave when all the rest are gone.
Harmonious bird! daring till night to stay,
And glean the last remainder of the day.
—EDMUND BURKE.

Fields are full of eyes, and woods have ears;
For this the wise are ever on their guard;
For unforseen, they say, is unprepared.
—DRYDEN.

There's music in the sighing of a reed;
There's music in the gushing of a rill;
There's music in all things, if men had ears;
Their earth is but an echo of the spheres.
—BYRON.

Mt. Blanc is the monarch of mountains,
They crowned him long ago
On a throne of rocks, in a robe of clouds,
With a diadem of snow,
Around his waist are forests braced,
The avalanche in his hand.
—BYRON.

There's not a plant that springeth,
But bears me good to earth;
There's not a life but bringeth
Its store of harmless mirth;
The dusty wayside clover
Has honey in its cells—
The wild bee humming over,
Her tale of pleasure tells;
The osiers o'er the fountain,
Keep cool the water's breast—
And on the roughest mountain
The softest moss is pressed.
Thus holy nature teaches
The worth of blessings small,
That love pervades, and reaches,
And forms the bliss of all.
—MRS. HALE.

THE THINGS OF TO-DAY.

There are more miners at work on the Monongahelia River now than at any time in the last year. All the works are running full handed, and the indications are, that, should there not be another lock-out, more coal will be mined for the next run than for several years.

Gen. W. T. Sherman recently said that the tyranny of the American press would yet result in bloodshed.

Mr. Parnell recently said: "Before all questions in importance for the welfare of Ireland and in the anxiety of the Irish people, of the Irish Parliamentary party and of myself is the question of Home Rule. While there are many questions in Ireland at present, especially questions connected with the land, entailing grievance and hardships, I think the Irish people are unanimous in the feeling that the highest wisdom and the highest duty will consist in subordinating the interests of every class to the interests of all classes."

Emigration statistics for this port for 1885 show a falling off in arrivals compared with 1884. In that year 354,702 aliens landed here, and in 1885, 291,066.

The remarks of Mr. Gladstone on the opening of Parliament were characteristic of the man. He spoke for an hour and twenty minutes, and was greatly applauded. He said the conduct of Lord Salisbury in the Roumelian matter was honorable to him and worthy of his name, and was a credit to England. The Opposition would render Lord Salisbury every assistance and grant him every indulgence in connection with the settlement of the Roumelian and Burmese questions.

In regard to Ireland, he said he wished the Queen's speech had been more explicit. He was convinced that only a gentle and conciliatory handling of the Irish question would be effectual. He had always striven to eliminate the elements of wrath and passion in discussing Ireland. The exercise of candor and justice could alone afford the smallest hope of solving the difficulty. "Whatever," he continued, "it may be necessary to do for Ireland should be done promptly. In the name of Heaven, let u maintain the Union. We have been maintaining it for eighty-five—yes, six hundred years. Let us not deviate from the path of good temper and self-command, but, forgetful of every prejudice, let us strive to do justice to the great, the gigantic interests committed to our charge."

Senator Sherman has proposed as a substitute or compromise for compulsory silver coinage, that the government shall receive and store not less than 2,000,000 nor more than 4,000,000 ounces of standard silver in bars each month, and pay for them in coin certificates, which shall be receivable for all public dues, and be redeemable in coin at the office of the Assistant Treasurer of the United States in New York.

In all the annals of speculative humbug and false pretences there is nothing to excel the career of the Pan-Electric, as traced and described by the Sun correspondent. The most scandalous part of this sad history is that which shows the dodges and devices by which Attorney-General Garland has tried to help his Pan-Electric stock with the appearance of having the government back of it.

Our London despatches inform us that that city is recovering from its recent scare. Steps are being taken for relieving the unemployed workmen throughout the country.

Senator Sherman holds that the Senate has o right to catechise the President and ask why he performed any executive act; he concedes that any information before the President and not on record on the files of the Department he has a right to regard as confidential if he will; but he maintains that all matters of record in the Departments are properly subject to the legislative as well as to the executive departments, and that the Senate, as a co-ordinate branch of the government, has a right to call at any time for such papers for its own information.

Senator Allison has introduced a bill into the Senate which provides that any one may present silver dollars in sums of fifty or over at the Sub-treasury in the city of New York and receive gold therefor. The object of this is to make the silver dollar of full par value with gold; and if the United States can settle this money question regardless of other countries, it would doubtless have this effect.

The anti-Chinese agitation has produced its natural result in an anti-Chinese riot of serious proportions at Olympia and Seattle, Washington Territory. A mob, which was sufficiently well organized to act in a very regular and systematic manner, notified the Chinese in both places that they must leave, secured passage for them on a steamer bound for San Francisco, and started to put them on board.

Death has removed within a very few months three great generals of the Civil War—Grant, McClellan, and Hancock—and three prominent Democratic candidates for the Presidency—McClellan, Hancock, and Seymour.

Mr. Parnell is willing to give the new Cabinet time, but insists that Home Rule must have precedence over land legislation.

Mr. Gladstone for his part maintains absolute silence. He promises to bring forward important Irish measures on March 22, and in the meantime probably expects Mr. Morley to secure the suspension of evictions by which the tenantry are now harrassed and provoked to acts of violence. Concerning the nature, scope, or magnitude of his Irish measures he has not one word to say.

Dispatches from Aspinwall state that M. de Lesseps arrived there in safety. He will, it is hoped, return to France in safety, but it is not believed that even his skill can save the Panama Company from speedy bankruptcy.

Mr. Scott urges: "If there be in circulation a good dollar and a poor dollar, the rich man will always get the good dollar and the poor man the poor dollar. Congress ought to protect the poor man; the rich man can take care of himself. He needs no sympathy nor is he entitled to any." True money represents manus. labor of average uniformity of value, and is, therefore, the best measure of the value of labor and all other products of labor. Gold, being produced by manual labor rather than by capital applied to production, is a better measure than silver, Mr. Scott maintains.

EDUCATIONAL NOTES.

CONNECTICUT.

The graduating exercises of the New Britain State Normal School were held Jan. 28. Miss Clara Behrish read a paper on "Geography." She outlined the scope of the three divisions of the study, and dwelt upon the importance of leading the child to see the dependence of one geographical fact upon another—to understand the *why* rather than to memorize the *what* and *where*. Miss Kate J. Losty followed with an essay on "Music," in which she defined the place of music in education past and present, and its effect upon the sensibilities. In a paper on "Mind in Work," H. Edgar Lane showed the relation of thought to manual labor. He said: "All the beauty and grandeur of art depends upon the hands, but it is the mind which directs the hands. "Language" was discussed by Miss Sadie M. Wheeler. She said that knowledge is only of use when it can be put into words, and outlined a method of stimulating thought in children. Miss Carrie W. Bragaw, read an excellent paper on "School Management." The last essay, on "Historical Fiction," was followed by the awarding of diplomas by Governor Harrison, who delivered an address to the graduates on discipline by means of moral training.

DAKOTA.

The public schools of the territory are working under two systems—the district and the township—the former in the older counties, the latter in the newer ones. Dakota has expended more for school purposes during the year than has any of the states, and as she has received no aid from the national government toward the establishment of a school fund, these expenditures must be met by voluntary taxation.

GEORGIA.

The ninth annual session of the Maysville institute began Jan. 11. J. I. Caldwell is the efficient principal.

INDIANA.

The Southern Indiana Teachers' Association will meet in Vincennes, March 24, 25, 26. An excellent program is almost completed. E. A. Bryan, of Vincennes, is chairman of the executive committee, and will gladly answer all questions.

ILLINOIS.

The meeting of the Boone County Teachers' Association, held at North Belvidere, Jan. 16, was decidedly the most interesting one of the season. The attendance was much larger than usual, and the interest good. The following papers were read: "Arithmetic," by County Supt. Sherrill; "U. S. History," Mr. W. H. Wood; "Grammar," County Supt. Sherrill; "Geography," Miss Clara Fox. The reading circle review in general history was conducted by Miss Longley, and many interesting facts in the history of India, China, and Greece were discussed. This was followed by the review in pedagogy, led by Mr. Sherrill. A lesson in "Language," from Powell's "How to Talk," was given by Grace A. Hollenshead to a class of children, after which the reading circle review was continued, Mr. North making the topic in physiology, "The Skin," very interesting. Miss Nellie Nichols took charge of the review in "School Law." The association then adjourned to meet in February.——The teachers of Vazewell County held a very interesting and profitable meeting in Delavan, Jan. 15-16, which was largely devoted to a consideration of the work of the Illinois Teachers' Reading Circle. Essays were read upon various features of the course, and then these were discussed.

The Central Association will be held in Peoria, March 13-14. Bishop Spaulding will deliver an evening lecture.

IOWA.

The Mills County Teachers' Association was held at Glenwood, Feb. 13.——Adair County Institute at Greenfield, March 15-April 3, Prof. D. Miller, institute conductor.

LOUISIANA.

In Tangipahoa, last year, there were forty-two schools, with only thirty-nine teachers, the difference in the number arising from the fact that, where practicable, when a good teacher's term was out at one school, he or she was transferred to another locality. Supt. W. H. Garland, reports an improvement in public sentiment in favor of education, which is illustrated in the improved character of the school-houses. In his intercourse with the people he has urged upon them the benefits to be derived from punctuality in the attendance of children, and the importance of their education upon their after life. The result has been a demand for more competent teachers.

NEW HAMPSHIRE.

Many towns are much interested in the new school law, which goes into effect March 1. There is a strong feeling against it, owing chiefly, however, to a misunderstanding of its provisions. The most important are as follows:

SECTION 1. The divisions of towns into school districts heretofore existing, is hereby abolished, and each town shall hereafter constitute a single district for school purposes: *provided, however*, that districts organized under special acts of the legislature may retain their present organization.

SEC. 4. The duties heretofore devolving upon superintending and prudential committees shall hereafter be performed by a school board of three persons in each town, to be chosen by ballot at the annual school-meeting, and to hold office for three years.

SEC. 6. The said school board of each town shall provide schools within the limits of said town at such places and times as, in their judgment, shall best subserve the interests of education, and as shall give all the scholars of the town as nearly equal advantages as may be practicable; and said school board may use a portion of the school money, not exceeding twenty-five per cent. thereof, for the purpose of conveying scholars to and from such schools.

SEC. 8. Any town, after five years from the time this act goes into effect, may, by a majority vote of all the voters of the district, re-establish the district system in such town, and shall thereafter be subject to the same laws as are now in force in this state in relation to school districts.

If the voters choose, the number of schools in town may remain the same as they have been. Under the old law sometimes the prudential committees have hired persons totally unqualified and the superintendent could not help it; but the new law designs combining in one board the duties heretofore devolving upon two. The town system of school management is giving excellent satisfaction in those towns where it has already been tried.

NEW YORK.

The Saratoga County teachers are congratulating themselves, and not without reason, over the success of the first meeting of their association. Supt. Jones's inaugural address was full of valuable thoughts. The following are noteworthy:

A large class of our people would limit the work of the school to intellectual training and delegate to the church the work of moral and spiritual education, thus making intellectual training the predominating purpose of instruction. History affords many examples of what culture of the intellect leads to when divorced from culture of the conscience. It is this kind of culture that produces the demagogue and the traitor—the Catalines, the Arnolds, and the Robespierres.

The manhood which our schools produce should not be something for which you can fit a boy by measure, it should not be something with which he can be crammed as with a lesson in grammar or arithmetic, it should not be fidelity to a code of morals which it would be ludicious for him to exemplify in his conduct. It should be the highest possible development of all the noblest attributes of his nature.

The teacher's controlling motives must be so pure and honorable that he does right by a natural instinct. Then will his discipline be tender and loving, because he will see in every child brought before him a being to be cared for, saved from evil, and endowed with the attributes of a pure and noble manhood.

Principal J. Barhite denounced the practice of "forcing children to learn." He would get them so interested in a subject that they would desire to learn. Principal Ashly, of Waterford, read a paper on "School Management." He condemned the monitor system, but in cases of injury to school property or reputation considered it the serious duty of pupils to report. Prof. A. S. Thompson, of Saratoga, conducted a class exercise in Music, by the Tonic Sol-Fa system. Mrs. S. F. Fletcher read a paper and conducted a class exercise in Language. Composition exercises should never be given, she said, simply for the sake of writing compositions, but to give expression to something they wished to tell. Mr. T. C. Bunyan read a paper on "Alcoholics and Narcotics," and Chas. J. Walch one on "Heat, Light, and Ventilation. Commissioners McCormick and Wheeden presented a resolution of regret that so many teachers who would have benefitted by the exercises and discussions were absent. The next meeting will be held in May, either at Stillwater or Waterford.

OHIO.

The Medina and Wayne Co. teachers' association held a very enthusiastic meeting at Creston, Jan. 22, and 23. Dr. J. S. Kirkwood, of Wooster, gave an interesting lecture on "Character;" Supt. F. D. Ward, of Le Roy, read a paper on "Mensuration;" Mrs. G. W. Ross, of Creston, conducted a class-exercise; Prof. Koehler, of Burbank, discussed methods in geography; Supt. W. S. Eversole, of Wooster, read a paper on the "Education of the Conscience;" Miss Clara B. Duval, of West Salem, one on "Moral Training;" and Supt. A. Powell, of Wadsworth, one on "Methods of Teaching English Grammar." A tri-county teachers, institutue was organized embracing Wayne, Medina, and Ashland counties. The following officers were elected: Prof. B. J. Mills, of Creston, president; Miss Serepta Henney, of Ashland county, Supt. S. Thomas, of Medina county, Supt. W. S. Eversole, of Wayne county, Vice-Presidents; Supt. B. F. Hoover, of Seville, secretary and treasurer.

Mr. J. S. Montgomery, of Youngsville, at the recent session of the Adams County institute, addressed the teacherss on the subject of "Beauty and Art in the School-Room." Prof. A. C. Smart also gave an address on the subject of "The True Life." The teachers of the county are all wide awake, and doing good work. Prof. J. E. Dodds, who is in charge of the academy at North Liberty, is making his work there a success.

PENNSYLVANIA.

The Central State Normal School at Lock Haven, Pa., is in a very prospering condition under the successful management of Prof. Geo. P. Beard, who has spent thirteen years in the normal schools of Pennsylvania. He is building up the Central Normal and placing it on a solid foundation. The school has the co-operation of the county superintendents in the state, for many of whom the principal and Prof. D. C. Murphy, of the historical department, have worked. Twenty-six of the twenty-nine graduates of the class of '85 are teaching with uniform success in the public schools.

RHODE ISLAND.

The State Institute of Instruction met at Providence, Jan. 28. Prin. F. E. Thompson, of Newport, read a paper on "Laboratory Practice." He said that no mind can retain the extensive abstract formulas necessary for even moderately advanced study, but that a very simple experiment may lead to the growth of strong powers of observation.

Prin. A. S. Roe, of Worcester, Mass., detailed some good plans for the study of authors, which he thought should be introduced earlier before so many drop out. Every scholar should have an opportunity for the study.

Dr. Larkin Dunton, of Boston, gave some of the most striking characteristics of the German methods. Prin. D. W. Hoyt, of Providence, spoke of the need of manual training. He said that if the hand and the senses were more equally trained there would not be so many accountants and salesmen. Any city or town will gain by so training its youth that they will remain at home and develop industries suited to the place.

Mr. G. E. Nichols, of Somerville, Mass., presented his method of teaching writing, which has been given in the JOURNAL. Miss Hattie A. Luddington, of New Britain, Ct., read a paper on "First Steps" in Language." When a child has something pleasant to say he says it in a pleasant natural manner, but when his attention is directed to the language he uses, he immediately becomes confused, his mind cannot grasp both the matter and manner at once.

Dr. Mowry discussed the question of "Moral Instruction in the Schools." He said that it is the moral ordering of the school-room, through its very organization and the hourly going on of affairs that makes a good school a powerful instrumentality in character training.

Supt. G. A. Littlefield, of Newport, made some pertinent suggestions in regard to superintendents and their work. Mr. Hood, of Providence, gave illustrative work in music, and Miss M. W. Lewis, of New York, a class exercise in physiology. Superintendent H. S. Larbell read a paper on "Methods in Geography."

Officers for the new year are:
Pres., Alvin F. Pearse.
Sec., Lewis H. Meader.
Treas., Eli H. Howard.

VERMONT.

The State Normal School at Johnston began its tenth year, Feb. 9. Special attention is given to practical work in the Model School, which, under the management of Principal A. H. Campbell, has become a very efficient means of training the members of the school for their future work.

PERSONALS.

WARREN R. BRIGGS, the architect of the Bridgeport high school, Conn., has commenced a series of articles in *Building*, on the planning and construction of school-houses. Mr. Briggs thoroughly understands his business. No school-house in the country shows more intelligent painstaking care than the Bridgeport high school. It is admirable in every respect.

HON. STEPHEN A. WALKER, for eight years president of the New York City Board of Education, is the son of a Congregational minister, who lived long enough to educate his several sons, and to start them out well in life. That they all made good use of their opportunities is abundantly shown. One of them is among New York's foremost physicians, another is prominent in theological circles in Chicago, and another is the Rev. George L. Walker, D.D., now pastor of a prominent church in Hartford, and at one time pastor of Center Church, New Haven. Mr. Walker has accepted the appointment of U. S. District Attorney for this district.

HON. J. V. CAMPBELL, in an address before Michigan State Teachers' Association in 1878, said:

"The ultimate test of all training must be, the capacity which the pupil gets of using such tools as come to his hands. * * * It may do for pedants and sciolists to sneer at the jack-of-all-trades who is master of none, but sensible people cannot fail to see that the youth who has been well educated in advance of selecting his calling will become master of any calling he chooses to follow, and will be far less likely to scatter his energies than one who has been fitted for a calling he can never find."

IN PRESIDENT ANGELL'S report to the board of regents of the University of Michigan for 1885, he refers to the elective system which has been introduced by the officers of the University, and closes with these fitting words:

"No plan will make the college career of lazy men brilliant. The advantage to industrious men, of generous liberty of choice of studies after they have made a fair advance in fundamental and elementary studies, is very pronounced. And the work of a college should be organized to meet the needs of the earnest and aspiring students rather than the infirmities and defects of the indolent."—*The Moderator.*

NEW YORK CITY.

The majority of teachers in this city are opposed to the present law forbidding corporal punishment in the public schools. Discipline has steadily deteriorated since the law was passed. Said one of large experience: "I believe that idleness, impudence, and insubordination, obscenity and vulgarity, smoking, chewing, lying, swearing—in short—every boyish vice has increased in a ten-fold ratio since the law was passed."

Said another: "By the present absurd system we are not only wearing out teachers' lives, but rearing a race of toughs."

In one of the down-town schools the following dialogue recently occurred:

Teacher. If you repeat that offense I will report you to the principal.

Scholar. What good would that do? What could he do about it?

T. He can suspend you.

S. I should be soon restored.

T. He can degrade you.

S. I would leave and go to another school.

T. He can expel you.

S. That is just what I want. I am tired of school, and want to go to work; but my parents will not let me. If I am expelled, they can't help themselves.

The fact is the law cannot be kept. The timid and the conscientious try to keep it, and too often fail; the desperate and unscrupulous defy it, and generally become *strong* and successful teachers. It is putting a millstone about the necks of teachers which they are not able to bear. What few disciplinary powers are still left are in the hands of the principals. Without their consent subordinates cannot keep scholars after school, write letters to parents, or even interview them. Unsustained by their principals, the assistant teachers are absolutely at the mercy of their pupils.

Now, what the average New York boy does not know about mischief and meanness is not worth acquiring. Seldom is he coarse, vicious, and brutual in the extreme; but he is sharp, and has a wide outlook for self-protection. If he knows his teacher can whip him and will, he will seldom put her to the test: but if he knows she cannot, and dare not, his insolence soon becomes intolerable. The London Board has put the whip back in the hands of all its teachers. Restricting its use to the principals even, they found would not work. It would be about as reasonable to require the police of this city to keep order without the power of arrest, as it is to require teachers to keep order with no adequate means of doing it. COM.

If it be true that "Correct habits are formed by repeatedly doing what is right," is not the converse equally true? Will any one, even C. E., assert that repeating and listening to "Them's my books;" "He learned me;" "I got it off John;" "I hain't got no pencil;" I seen Macy's window," can be called "doing what is right?" The superintendents have lately made their annual visitation at G. S. 999. Mr. Blank entirely omitted the correction of errors of speech. But a few days ago the principal examining my class for promotion asked for the book, and gave every scholar a sentence, not content with a correction, but insisting on the repetition of the incorrect expression. Let us hope that Mr. Blank has seen the error of his way, but you must dig on, for the evil has taken root. MARY SMITH.

NOVELTY CONCERTS.—The series of concerts which Mr. Van 'er Stucken gave with such success last winter, and at which he gave new works, are to be continued. The fifth one took place at Steinway Hall, Feb. 2, before a large audience. Two "novelties" were performed by the orchestra, two were sung by Mme. Dossert, and two were a combination of chorus and orchestra.

WATER COLOR SOCIETY.—The nineteenth annual exhibition has opened with a fine collection of paintings at the Academy of Design. Already the sale of pictures is large, promising a successful season financially. The prominent American artists are represented by good specimens of their work. Two rooms are devoted to e chings, in accordance with the custom of the last few years.

LETTERS

SPELLING.—How shall I teach spelling to intermediate classes? J. J. C. B.

What is spelling? It is the *placing*, not the pronouncing, of the letters of a word in their proper order. The child learns to do this by doing it—the more he does it, the more able he becomes to do it well. What follows? He must have much spelling to do. But—too much repetition is tiresome; the best results are produced when interest is kept up. The work must be varied. There is usually a variety of subjects brought up each day in the school-room. Let some writing (spelling) be introduced in each.

WHISPERING.—I am teaching a large district school. When I first applied for it, I was given to understand that it was a very hard school to govern. But the pupils are now making excellent progress in their studies, and are attentive in classes. But when at their seats they are very noisy and talkative. Would you advise me to prohibit all talking with each other? If not, what expedient would you resort to in order to keep the school quiet? M. F.

In the JOURNAL of Feb. 18, Supt. Ballard, of Jamaica, tells of a way in which whispering was once effectually stopped, but he does not advise any one to try just that way. It was the patience and the eternal vigilance there that carried the day, and these applied in any other rational manner will probably accomplish about the same result. If any one knows of a better plan of banishing this bugbear from the school-room, we should be glad to present it to the readers of the JOURNAL.

THE A B C METHOD.—Do any of the leading educators of the present day advocate the use of the A B C method of teaching beginners to read? What are the objects to this method? Is the so-called "word method"—the one that begins with whole words—preferable to the alphabetic? If so, upon what grounds? Do the majority of the best primary teachers of the country use the word method? W. N.

No one who knows any thing about the principles of education now teaches the alphabet to beginners. Many of the best teachers spend no time in teaching the letters; they find that by the time a child has any use for the names of the letters, he has learned them incidentally. The object sought in all methods of teaching reading is to associate the *idea* with the visible word used to represent it. The fathers knew of no better way than to make the child repeat the names of the characters used in the representation in connection with the spoken word, until the one called up the other by reason of its oft-repeated association. When the spoken word happened to be one with which an idea had already been associated, the idea came also, and the combination of letters meant something to the child; in other cases it did not. After awhile it occurred to some one that by a vivid presentation of the *idea*, followed quickly by the appearance of the visible word, the task of associating the one with the other could be accomplished with one swift stroke, instead of a long continued number of weary repetitions, such as d-o-g dog, d-o-g dog, etc. A few trials proved this to be the case, and the "word method" came to stay. It is used by the best teachers.

BAD TONES IN READING.—I have in a country school (ungraded) a fifth-reader class of twelve. Ages range from twelve to nineteen. How can I secure an enthusiasm—a desire to read with proper effect, to understand the exact meaning of the author, a readiness to express themselves?

They are not very backward in regard to pronunciation, but they all read in such a low monotone, that it is fairly exasperating.

We have Barnes' new series of readers—nothing else. No library or any chance for supplementary reading, and no money in the district to get other books, even if the pupils or parents wished. What can be done to make the exercise so interesting that they will rouse to some sort of life over it? A DISTRICT SCHOOL MA'AM.

P: S. Our maximum time is fifteen minutes.

A few general directions are all that can be given in this limited space. "Quincy Methods" contains a couple of chapters showing how a teacher worked to secure the natural expression of several sentences in the reading lesson. When a sentence is read unnaturally, have the reader close the book and tell what the book says. Let him give the thought of the sentence in his own words, then in the words of the book, with the book closed, then with it open. The chances are that he will return to his stiff tones as soon as he returns to the book. If two or three attempts fail, write a sentence on the board, and ask him to *tell* you what the board says. Write another; tell him to read it all over to himself and then tell what it says, in the same words in which it is written. Let several try. This will take time; but little ground can be gone over. It is better to take a very short lesson complete in itself, than part of a long one. Lay aside the readers, and use stories published in the JOURNAL; they will be good for reading-lessons until this bad habit is broken up. You can glean scraps, and take one or two bright child's papers, for supplementary reading.

A PROBLEM IN PSYCHOLOGY.—Will you please solve the following problem in the columns of the SCHOOL JOURNAL, by principles of the New Education:

A MIND. AGED 13 YEARS.

Hypotheses: No developed reasoning power. Always worked by memorised processes. Memory crammed, not developed. Home discipline, lax.

Conclusion to be reached: A developed reasoning power; able to deal with practical life, problems in business, society, and politics.

SCHOOL LIFE: THREE YEARS.

Limitations in Work: The mind shall work always with interest and delight, voluntarily. (Frœbel.) The proper normal progress shall be made in grade work. No motives of fear shall be used.

Explanation: The mind is given to the teacher in the conditions mentioned in hypotheses; she is expected to train it to reason a practical problem in arithmetic, grasp a thought in relations in language, and reach a conclusion from principles in history; at the same time keep her class up in the outlined work. M. J. PUSEY.

The solution is so complex that whole books have been written on it, and yet there are points that have not been dealt with satisfactorily. All that any teacher can do is to apply the principles as fast as he learns them, yet these are so well known that any teacher of even moderate comprehension can grasp them with a little application. You say the child has no reasoning powers. No young child ever has in its natural state. Mathematical prodigies are abnormal, unhealthy growths. The reasoning faculty is the very last to develop, sometimes not reaching full strength until thirty-five years of age. Give the child observation-lessons and induce him to draw conclusions. If (a) is so, and (b) is so and so, then (c) must be this way. More directly: If cotton burns when placed in a fire, and silk also burns, what will a piece of hemp do when exposed to a flame? Let the pupil try these experiments. Now get some finely divided *asbestus*. Show it. Ask, "What does this look like?" "Will it burn?" Then let the child try to burn it. He finds it will not burn. Now, here are facts. Arrange them—

Cotton will burn.
Silk will burn.
Hemp will burn.
Asbestus looks like cotton and hemp.
Asbestus *will not burn*.

What has the child learned except these facts? Nothing. If he were able to reason he would conclude that the combustable properties of bodies must be tested by other means than sight. In other words, some incombustable bodies apparently have combustable properties. All the child has learned is the habit of care in judging. We have only picked up a grain of sand on the beach of this great ocean of investigation. It is an exceedingly large and important subject. Study it.

HOW TO PUNISH.—I suppose the case of a young man who has committed a breach of discipline or of respect to his teacher, and refuses to obey, perhaps adds insolent words, and persists in stubbornness. The teacher, instead of punishing him immediately, expresses his dissatisfaction and postpones further dealing with his case until another time. When he is ready he calls the young man before him, and asks if a student ought not to obey his teacher; if he ought not to answer him with respect; what will be the effect upon the good order of the school if such acts were suffered to pass unpunished? By degrees the young man is brought to condemn himself, to acknowledge that he deserves to be punished, and to submit himself to anything that the teacher may require of him. Such a plan of discipline has a salutary effect on the scholar, leading him to respect his superiors more than before, while a punishment upon the spot might have driven him away forever. Such a course requires ability to handle minds, to sound them slowly, to move forward only as they can follow, and finally by skillful questions, to lead them where they should be brought. That was the marvelous art of Socrates, as we can see in all his dialogues. The teacher can do a great deal of good by these familiar discourses, whereby the scholars are led to frankly talk to him, and confide in him as in a good friend. J. H. T.

This is supposing a comparatively easy case. Take one of the street ruffians, aged sixteen, who smokes and chews tobacco, swears, lies, perhaps steals, is posted in nearly all ways of vice and crime, has learned to scoff at religion, to sneer at boys who obey their teachers, whose only idea of enjoyment seems to be doing just what he ought not to, and just what will give the most trouble to others. Many teachers have such boys to deal with. They have tried every course they have heard of—from the kindest talking, to the most severe punishment—with no success. Can you or any other reader of the JOURNAL prescribe a cure that will work well, not without exception, but in a majority of cases?

THE TEACHER'S TASKS.—Your paper of Jan. 30th contains an article untitled "Where the Teacher Stands." Much of the criticism therein passed upon the "Teacher" is true, but I think there is something to be said on the other side of the question. Unless the "Teacher" be of an unusually robust constitution, the close of the day finds her exhausted. The mind and body are both unfitted for any mental labor. To fit her for the duties of the next day, complete rest of the brain, plenty of fresh air, and cheerful society are absolutely necessary. Unfortunately many teachers find their labors are not over when school is out. Reports of the day's work are to be made out, papers examined and corrected, and often the hours of the evening must be spent in studying up the subjects to be presented the next day. In addition to all this, many ladies are teaching for such meagre salaries that they must do all their own sewing, and if living at home, assist in the work of the house. Under such circumstances, when are the opportunities for self-culture or mental growth? We speak of that we know, and testify of that which we have seen. L. D.

The task of examining and correcting papers after school hours is too great a strain on the teacher's vitality. Some plan should be found of having it done in school. The teacher *must* have time for recreation, fresh air, exercise, and a little fun, not only to keep her from growing crabbed, but so that he can have some sympathy with the jollity and exuberance of his pupils.

There must be some preparation for the following day, but it must not be a weary grinding out of new test problems, the answers to which must also be worked out beforehand, that it may be known who "gets it right"; nor a careful going over of the geography questions to make sure that there is no rivulet which he would be unable to find for a pupil; nor a forearming against unexpected "cases" in the grammar lesson. "Sufficient unto the day" will these be. Let the work be a glance at the newspapers to see especially what is now going on in the vicinity of the next day's geography lesson; a look at the latest accomplishments of science for information to be brought into one of the general exercises, then a search in the field of literature for the brightest incidents and choicest bits of poetry or description, to weave into the history lesson. Sewing and house-work are out of the question; no teacher can *afford* to spend her time and strength on them during her school term.

ANSWERS.

235. 491 yds. at $ .81—$397.71, cost. 491—29—462 yds., sold at $ .95. 462 x $ .95—$438.90, selling price. 438.90—397.71—$41.19, gain. G. E. M.

236. That the *result* of the first operation is to be operated on by the second; this in turn by the third, etc. G. E. M.

244. The salary of a U. S. Senator is $8,000; of a Representative in Congress, $5,000 per year. F. H.

255. Baker, F.R.C.S., says the brain tissue is composed of cerebrum, lecithin, and other albuminous bodies, with fat and the salts, phosphates of potassium, magnesium, sodium, and calcium. "The yolk of egg resembles cerebral substance very closely in its chemical composition."

Dunglison says it is chiefly composed of fat and phosphorus; the gray matter is ash-colored, the interior is white, nervous matter. The supply of blood sent to the brain is *very* large, proportionately (about one-fifth), and hence the cerebrum divested of dura mater, aracknoid and pia mater membranes, would have an ashy, pinkish color; the more used and excited the deeper the pinkish color, and *vice versa*, the paler and more leaden in color. S. A. S.

256. Texel is an island in the North Sea, near the coast of, and belonging to, Holland. T. V.

257. Judging from the deriviation and meanings of the words in various languages from which derived, a person who sinks wells for oil cannot be called a "miner." In the oil fields of W. Pa. the terms "drilling" and "drillers" are used. S. A. S.

260. The Chinese were acquainted with the art of making paper from pulp, artificially, as early as the birth of Christ. The Arabians learned the art from the Chinese of making it from cotton, and established a manufactory at Samarcand, 706 A.D. Abdollatiph, 1200 A.D., speaks of mummy cloths (linen) being made into paper in Egypt, for the shop-keepers. S. A. S.

263. In the 14 days B does 14 days' work, and A does 3-4 of 14 days' work, or 10 1-2 days' work. Thus A and B do 10 1-2 plus 14, or 24 1-2 days' work, which constitutes the whole job. It will take B, working, or doing one day's work in one day, 24 1-2 days to do 24 1-2 day's work; and it will take A, doing 3-4 day's work in one day, as many days as 3-4 is contained times in 24 1-2, or 32 2-3 days. (This can be made very clear to a class by making the work something definite; for example: "A and B work 14 days cutting wood; B cuts 1 cd. while A cuts 3-4 cd." etc. I think it much preferable to the old method of 4-4 and 3-4 equal 7-4, etc., as it is so clear.) D. A. P.

264. Duodecimals are used (1st) because 12 admits of so many divisions into equal parts, as 2, 3, 4, and 6. But the decimal system is universally preferred. Duodecimals are mainly used for calculating rectangular bodies or surfaces, when length, breadth, or thickness is stated in feet and inches. G. E. M.

271. Anciently, the 40 days between July 3 and Aug. 11, derived from Sirius the Dog star, which was supposed to to cause the insufferable heat of that season. G. E. M.

QUESTIONS.

265. What is the Atlantic Cable? What is its diameter? A. R.

266. Two men start from Omaha; one travels 20 degrees north, the other 20 degrees west; which travels the farther? A. R.

267. When and where was the first copper cent coined in America? C. W. B.

268. When were the first postage stamps used in the United States? C. W. B.

269. What is meant by the "level of the sea"? H. N. P.

270. Who was the first Postmaster-General, and under whose administration was the office created? M. A. B.

271. If division is the process of finding how many times one number is contained in another of the same kind, how would you justify dividing 6 cents by 2, to find what one orange costs if two oranges cost 6 cents? E. E. H.

272. Which expression is correct, "somebody's else," or "somebody else's"? A. K.

300. How is Secretary Bayard's name pronounced—"Ba-ard," or "By-ard"? A. K.

301. How large a population must Dakota have before it can become a state? S. N. B.

302. How was Texas annexed? or what is the difference between annexing and admitting a state? S. N. B.

303. What is the Law of Nations? M. A. B.

304. What legal action is necessary to divide a territory or state? S. N. B.

305. Why does New Foundland control the coast of Labrador? S. N. B.

306. Has Alaska an acting Governor? S. N. B.

307. Where and what is the "Golden Gate"? H. N. P.

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BOOK DEPARTMENT.

NEW BOOKS.

OUTLINES OF UNIVERSAL HISTORY: Designed as a Text Book, and for Private Reading. By George Park Fisher, D.D., LL.D., Professor in Yale College. New York: Ivison, Blakeman, Taylor, & Co. Octavo, 674 pp., with maps. Price, $3.00.

Prominent among the valuable features of this history may be mentioned the clearness and conciseness of its statements, the appropriate association and connection of contemporaneous events and of successive eras, and a relation of important facts concerning races, nations, and noted individuals, that secures interest in the narrative and makes the unity of history apparent to the reader. The author has gathered the characteristics of races and of nations, the achievements of statesmen, philosophers, artists, and authors, with the discoveries and inventions, and presented them as fruitage of their respective periods in art, science, philosophy, literature, and religion, in addition to the narrative of political events, the records of wars, and the rise and fall of nations. The amount of important and interesting information pertaining to the development and progress of civilization, given in this volume by means of different kinds of type, and in subordination to the main narrative, greatly enhances the value and interest of this history of the world.

Recent discoveries through antiquarian researches have enabled the author to present the latest interesting matter in relation to the pre-historic period, and to construct a narrative extending through successive ages down to our own time, including important events of the past year. He has not leaped over eras, or merely mentioned them with a few unimportant observations. Each part of the world, and each period of its history—the ancient, mediæval, and modern—is duly represented, and its characteristic features described. The sciences of geology, zoology, and the sub-divisions—anthropology, ethnology, also evidences of languages, and physical geography—have been made to contribute their latest facts relative to each period of the world's history.

As one examines the pages of this volume in search of information relative to a period of history, or the growth of nations, or the achievements of individuals, great satisfaction is experienced from the definite and comprehensive character of its treatment, and the light that is thrown upon the causes that led to important changes in the world's history.

The volume is illustrated with more than thirty historical maps, representing the portions of the world as known to its inhabitants during different eras, and these render the use of a separate historical atlas unnecessary.

Another interesting feature of this volume is the guidance which it affords, by a carefully prepared list of books in connection with the several eras, to those who may desire to make a more extended study of a particular period.

All teachers should know the leading events in the history of the world, the progress of civilization in different countries, what noted individuals have done to make them distinguished in history, also something of the progress of literature, science, and philosophy in different eras, even though not required to teach history as a subject of study. No more valuable work can be found for supplying this needed information, arranged in a form that renders it easy of acquisition and ready for use. Dr. Fisher's long experience as an instructor, and his extended and careful researches have eminently fitted him to appreciate the needs of teachers, and to present the essentials of history which are most valuable to both teachers and to the general reader. This work deserves a place among the teachers' reference books; and as a work for reading circles, its value as a broadening influence on the teachers can hardly be over-estimated. No work on a kindred subject has appeared that so well deserves to be made a standard volume in all reading circles. N. A. C.

PEASE'S SINGING BOOK. For the use of High Schools and Singing Classes. By F. H. Pease. Boston: Ginn & Co. 50 cents.

This singing-book has been written for those who wish to learn to read music and really understand it. Beginning with the simpler forms, it proceeds with regular steps to the more complex and difficult. It is developed on the triad plan, and contains all that is valuable in the Tonic-Sol-Fa method, with the change of figures for letters. The chromatic scale receives a new setting, and each of the four voices has a due share of prominence. It contains full exercises for voice culture and individual practice, and includes a variety of easy and pleasing songs. If the contents are carefully studied, the pupil will be well prepared to comprehend the works of the great masters, and to enter upon higher culture.

THE STANDARD OPERAS. Their Plots, their Music, and their Composers. By George P. Upton. Chicago: Jansen, McClurg, & Co. $1.50.

Especially welcome at this time when German opera receives so much attention, and the new school for American opera singers is producing operatic works, is Mr. Upton's handbook. It will prove helpful to all music lovers, describing as it does, the story of the best operas, the general character of the music, and giving interesting information regarding their first performances, the composer, etc. A special feature, which adds to its general acceptibility, is the lack of technical terms, and the pleasant manner in which it is written. Twenty-two composers are discussed, and sixty-six operas. The publishers as well as Mr. Upton are to be congratulated on the timeliness of the volume.

THE DAWNING. A Novel. Boston: Lee & Shepard.

We are left to enquire whom the author of this charming story may be. Several unique opinions on sociology are advanced in the development of the story, which, while not quite new, are certainly introduced in a new light. While they do not conform to the pet ideas of the socialists or communists, they uphold the claims of the world's workers to a larger and more equable share in the profits of their industry than is now accorded to them. Thus we find, in speaking of a mechanic whose trade is influenced by season and weather, some remarks which if not exactly applicable in all cases, certainly show some conception of the true condition of many of our working class: "When wages cease, want ensues. The 'Philosopher' was a good workman, his habits were industrious, and he was careful in his economies; yet now in the first month of winter, he found himself in enforced idleness, and his money all but gone. Is it nothing for a man to see the terrible moment approach when, in spite of his industry and skill, he is utterly without means to provide his wife and children with the next meal?" Again, an engineer is disabled for life in a collision for which he was not to blame, and in which he had stood by his engine, endeavoring to avert a calamity by which many lives would have been lost. After three months he is reduced almost to beggary. If there is no wrong in our social system, would he have been left destitute now, while the officers and stock-holders of the railroad, whose property he had thus saved and who are relieved of all responsibility, are revelling in wealth and plenty? These are vexed questions which have engaged the attention of many, and which, though always old, are always new. They are weaved into a novel, and the characters introduced are such as are to be met in everyday life. The plot is interesting, and shows a deep knowledge of human nature. The author can safely feel that the work has been well done. The mechanical part of the book is well executed, the binding being cloth in gilt and black.

SHAKESPEARE'S TRAGEDY OF HAMLET, PRINCE OF DENMARK. Edited by Homer B. Sprague. Chicago: S. R. Winchell & Co. 35 cents.

This edition of Hamlet is intended for the special needs of students, but will be found very useful to the general reader. It contains copious notes, critical comments, suggestions, and plans of study, which will be found of much use in gaining an accurate knowledge of the play. In the appendix is given the opinions of many practical educators on the best methods of studying English literature. It is at once a very handy and useful volume.

LITERARY NOTES.

D. C. Heath & Co. are about to add to their series of Educational Classics "The Levana: or, The Doctrine of Education," a translation from Jean Paul Frederich Richter.

The Astor Library was used last year by 72,584 readers, as against 59,057 in 1884.

A. S. Barnes & Co. have recently brought out a "Critical History of the late American War," by Dr. Asa Mahan, first president of Oberlin College, O.

Scrantom, Wetmore & Co., Rochester, N. Y., have published for Mr. John G. Allen a volume entitled "Topical Studies of American History."

Frank Dempster Sherman is at present living in Peekskill, N. Y. In "February," which D. Lothrop & Co. publish, appears a poem entitled "In February," which is conceived in his best vein.

The poet laureate, Lord Tennyson, has been appointed president of the London Library, in place of the late Lord Houghton.

"The Late Mrs. Null" is the title of Frank R. Stockton's new novel in the press of Charles Scribner's Sons.

Henry James's "The Bostonians" will be published in this country and England by Macmillan & Co.

Messrs. Harper have in press a volume on "Manual Training," by Charles H. Ham, which has special reference to industrial education as carried on in the Chicago Manual Training School.

Miss Sarah Orne Jewett is busily engaged on a "History of the Normans," for Putnam's new series—"The Story of the Nations."

Dodd, Mead & Co. have contracted with Mr. Howard Seely, author of "A Lone Star Bo-Peep," for all the stories he may write within the next five years.

A new edition of "New York Illustrated," with several new illustrations, and descriptive text brought down to the present time, has just appeared.

H. B. Nims & Co., Troy, N. Y., have become the publishers of "How to Become Quick at Figures." They also issue an exquisite souvenir, "Birth and Triumph of Cupid."

Macmillan & Co. have two volumes of a new English dictionary ready, as far as "Batten." When complete, it will contain twenty-four volumes. Another undertaking is the "Dictionary of National Biography," in about fifty volumes, edited by Leslie Stephen. Five volumes have been issued, and others will follow at intervals of about three months each.

Messrs. Ivison, Blakeman, Taylor & Co. have issued a new series of copy books, under the title of "Spencer's New Copy Books." They include a school series of six books, with two supplementary books, a business series of two books, and a ladies' series of two books. They are designed for teaching a running hand."

Charles Scribner's Sons have arranged to become the publishers of "*Les Lettres et les Arts*, the new French magazine, of which the first number has just been published.

King Kalakaua, of the Sandwich Islands, has, it is said, a book of travels in preparation.

A vest-pocket edition of "Don't" is nearly ready for publication. It will be printed with red lines, bound in cloth flexible, and the size will permit it to be carried in any small pocket.

Mr. Blaine is said to be reading the final proofs of the second volume of his "Twenty Years in Congress," and to be planning a new work on the political history of the country antecedent to the period he has already covered.

Miss Anna Katherine Green's new novel, "The Mill Mystery," ill be issued in Putnam's Knickerbocker Series, bound in cloth and in paper.

Henry Holt & Co. will publish at once an authorized American edition of Hugh Conway's posthumous novel, "A Cardinal Sin."

A memoir of the late Mrs. Annie Gilchrist is being prepared by her family and friends.

Mr. George W. Cable spent a day and evening at Vassar College recently, and regaled some four or five hundred students by readings from his books and Creole songs.

Alfred Paxson Brotherhead (the boy author) is now writing ward letters for a Philadelphia paper, and running a lumber commission business.

Macmillan & Co. have ready "Voltaire," the first volume of the new edition of John Morley's miscellaneous works. They will publish shortly a cheap edition of Mr. Frederic Harrison's volume on "The Choice of Books."

Dr. Alida C. Avery, of Denver, Col., who knew "H. H." for the last nine years of her life, says that she believes she wrote the "Saxe Holm" stories, for she told her so.

William H. Rideing is busy now on a "Short History of English Literature."

Vick's "Floral Guide" is a beautiful work of one hundred and fifty pages, containing many colored plates and one thousand illustrations, with descriptions of the best flowers and seeds, vegetables and plants, and how to grow them. It is printed in English and German. It is sold for ten cents, which may be deducted from first order. It tells what you want for the garden, and how to get it instead of running to the grocery at the last moment to buy what seeds happen to be left over, meeting with disappointment after weeks of waiting. James Vick, Rochester, N. Y.

The February number of the *Book-Buyer* commences its third volume. It has already during its short life acquired a reputation surpassing most of the older publications for the same purpose. It has become indispensable to literary people and others wishing to keep informed about the books of the day, and is filled with fresh and racy literary news. Especially to teachers and students whose means are limited, it is an invaluable assistant in selecting the books they desire. The present number begins a new departure, illustrations being sprinkled through the pages, and a particularly pleasing feature is the portrait of a distinguished author which constitutes the frontispiece of each number. In this instance it is Mrs. Burnett. Specimen copies of the magazine can be secured by addressing the publishers, Charles Scribner's Sons, 743 Broadway, N. Y.

ANNOUNCEMENTS.

Ginn & Co. have in preparation a course of easy lessons in science, by G. A. Wentworth and G. A. Hill, which will consist of the "First Year in Science," the "Second Year in Science," and the "Third Year in Science." The first will be ready in September, 1886. In May they will issue an abridged and annotated edition of "Guy Mannering."

Among the books announced for publication in early spring by Ticknor & Co. are the following: "Italian Poets," by Wm. D. Howells; "A Sea Change; or Love's Stowaway," by Wm. D. Howells; "The Young People's Tennyson," students' edition, edited, with notes and introduction, by W. J. Rolfe; and "Songs and Ballads of the Old Plantations," by Joel Chandler Harris.

D. Lothrop & Co. issue this month Mrs. Sarah K. Bolton's "Social Studies in England."

G. P. Putnam's Sons announce the following: "The Story of Alexander's Empire," by Prof. J. P. Mahaffy; "The Story of the Oriental Nations," by Prof. Charles Darmesteter; "The Story of the Hanseatic League," by Helen Zimmern; "The Story of Turkey," by Stanley Lane-Poole.

Messrs. Houghton, Mifflin & Co. publish the following books, Saturday, Feb. 20: "Frank's Ranche," by the author of "An Amateur Angler's Days in Dovedale"; "Sacred and Legendary Art," by Anna Jameson; and "Words and Their Uses," by Richard Grant White.

Jansen, McClurg & Co. will shortly issue a series of studies on the home life of great writers, by Mrs. Hattie Tyng Griswold; and a new edition of Geo. P. Upton's "Women in Music."

MAGAZINES.

All interested in gardening and flowers will find *Vick's Magazine* for February unusually bright and entertaining. The correspondence contains some hints upon matters of general interest, including a description of the grounds of W. F. Cochran, at Yonkers, N. Y. In pleasant gossip are many taking notes which all will be sure to read. The corner devoted to our young people is very instructive, and the little ones will be quite taken up with the article, "A Look into a Bee-Hive." Altogether it is a representative number of our leading floral magazine.

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"It is such a story as Poe might have written. . . . With the exception of the English of Mr. Norris, it is the best since the pen dropped from the tired hand of Thackeray."—*The Mail and Express.*

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FEBRUARY NUMBER CONTAINS:

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London Letter, containing latest English book news.
Some American Book-Plates. By Lawrence Hutton. Illustrated.
An American History of Etching. Illustrated.
The Greely Expedition. A review, by Hon. Charles P. Daly. Illustrated.
Japanese Homes and Glimpses of Corea. Illustrated.
News and Notes. Foreign Notes.
Authors at Work.—III. Mrs. Burnett.
Reviews of the Newest Books, with illustrations.
List of Publications of the Month, &c., &c.

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Gen. Hancock, the pride of the army; of splendid physique, martial bearing; the obedient soldier, whom war made famous,—

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There is a remarkable parallel and contrast between these two men. The war period made both famous Both were patriots; both yielded to the same ambition; both succumbed to the same fate!

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"Governor Seymour's life for eight years has been feeble," as the associated press says, "because of a serions attack of renal inflammation some time ago, and his death therefrom has only been a question of time!"

Both Hancock and Seymour might have lived many years had they known and recognized the fact that they were each of them victims of a dangerous kidney disorder, and treated themselves successfully as they might have done by that great scientific specific, Warner's safe cure. Well might a well-known physician exclaim: "I sometimes think people would never die if their kidneys were always sound."

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OH, the wisdom of the innocent babe! When his mother begins to sing, he goes to sleep as soon as possible.

"Bromley, you never heard such an eloquent sermon before, I am sure. There was no lagging of interest. Such brilliant passages—" "Yes, D.rringer, I admit that. Still I slept during one of the passages." "You did, eh! Why, Bromley, what passage was it?" "The passage of the collection basket."

A Scotch minister was once preaching to quite a small congregation, when he observed they were all asleep but one man, and he was a partial idiot. The minister remarked: "It is too bad that all of my congregation are asleep, except a poor simpleton like you, "Sammy." "Yes," said Sammy, "and I would be asleep too, if I was not a fool."

THE PUBLISHERS' DESK.

Our readers will have noticed in the JOURNAL of February 15th the one-half page advertisement of the Milton Bradley Company, Springfield, Mass., announcing a set of Charts of the Human Body, which they have just published. The firm has spared no trouble or expense in producing a set of charts that shall meet the wants of young pupils. They are clear, simple, and the illustrations very accurate; the price is very low and the figures selected cover the ground necessary to accompany the various text-books on the subject. There are three charts in the series which are accompanied by a hand-book.

WE know of a man, the fortunate possessor of several "trotters" and one bicycle, who makes daily excursions into the country on his bicycle, and sends his hostler to exercise the horses. Why is this? It is because the man appreciates the fact that there cannot be any more healthful exercise than riding the "wheel." Every nerve and muscle is alive and active, every faculty strained to its utmost. These machines possess many advantages over the equine steed, besides being more economical and less troublesome. Hosts of health-seeking, fun-loving, and vivacious men and women, of all ages, are seen on those "steeds of steel," the bicycle and tricycle, every day in our large public parks and highways. Of the many kinds of cycles in the market, the Columbia wheels take the lead. They are fitted with all the newest improvements, and made of the best materials. They are manufactured by the Pope Manufacturing Co., 597 Washington street, Boston, Mass., to whom applications for terms, catalogues, etc., should be sent.

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GLOSS DRESSING
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Can be Cured

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Ayer's Sarsaparilla.

It will restore health and vigor to decaying and diseased tissues, when everything else falls.

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I was troubled with Catarrh, and all its attendant evils, for several years. I tried various remedies, and was treated by a number of physicians, but received no benefit until I commenced taking Ayer's Sarsaparilla. A few bottles of this medicine cured me of this troublesome complaint, and completely restored my health and strength. — Jesse Boggs, Holman's Mills, Albermarle, N. C.

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It is the safest and most reliable of all blood purifiers. No other remedy is so effective in cases of chronic Catarrh.

Sold by all Druggists. Price $1; six bottles, $5.

A certain queer old character, when asked what was his opinion on any subject, would never answer till he asked his wife about it. The Dutchman here seemed to have flourished in very much the same sort of second-hand wisdom: During the trial of a case in Louisville, recently, a witness persisted in testifying to what his wife told him. To this, of course, the attorney objected, and it was ruled out by the judge. He would proceed again to tell "shust how it vas," when the attorney would sing out, "How do you know that?" "My wife told me," was the answer. This was repeated several times. Presently the judge became unable to contain himself longer: "Suppose your wife were to tell you the heavens had fallen, what would you think?" "Vell, den, I dinks dey vos down."

A professor who got very angry at the interruption of a working-man while he was explaining the operation of a machine in a factory, strolled away in a huff, and asked another man: "Who is that fellow that pretends to know more than I do about that instrument?" "Oh! he is the man that invented it," was the answer.

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General Johnson, of Minneapolis, is quoted by the Atlanta *Constitution* as authority for the story that a Minneapolis congregation left the church one Sunday because the minister took his text from St. Paul.

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"Do you see anything ridiculous in this wig?" said a brother judge to Curran. "Nothing but the head," he replied.

MADAME PORTER'S COUGH BALSAM.

Is known as a pleasant and effective remedy for Coughs, Colds, etc.

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THOUSANDS ARE BORN with a tendency to consumption. Such persons, if they value life, must not permit a Cough or Cold to become a fixture in the lungs and chest. The best known remedy for either is Hale's Honey of Horehound and Tar. 25c., 50c., $1.00.

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Children feel the debility of the changing seasons, even more than adults, and they become cross, peevish and uncontrollable. The blood should be cleansed and the system invigorated by the use of Hood's Sarsaparilla. Give it a trial.

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100 Doses One Dollar

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